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ABSTRACT

The report encompasses a joint student-faculty 2-year project (funded under Title III of the Elementary and Secondary Education Act) conducted in an effort to decrease problems of the educationally handicapped students coming to Bacone College. In better preparing the student with low ACT scores for college level work, specialized or modified courses were offered in freshman English and mathematics as well as in core courses. In furthering the college program to relate to the unique student body that consisted of Negro, Caucasian, and American Indian students, a "philosophical core theme" concept of class organization was implemented. Units within the core concept included Discovering Who I Am, I Participate in Society, Understanding Myself, Math-Science for Me, My Right to Read, Personality Through Speech, I Compete with Myself, Developing My Language Tools, and Writing for My Now and My Future. Descriptions of these units, projections for continued development of Bacone's program, and comments by former Bacone Students are presented in the Document, as well as results of a follow-up study of 51 Bacone students who transferred to Northeastern State College. As a result of the follow-up, conducted to determine whether grades earned at Bacone could be used to indicate a student's ability to do college work elsewhere, it is believed that students from Bacone can do college work in other institutions. (EL)

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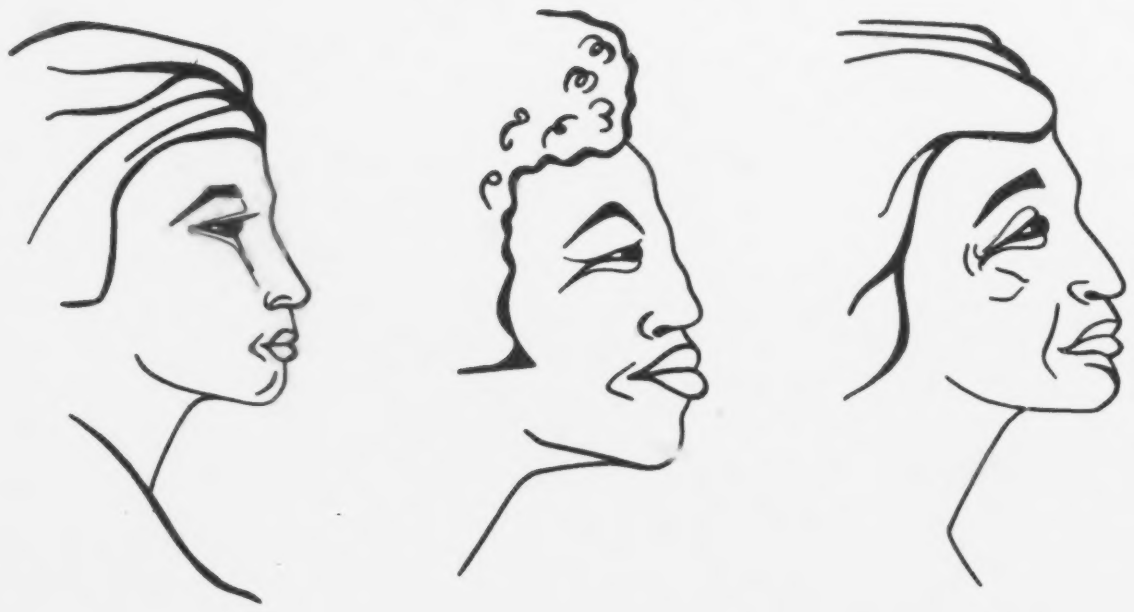

Who Am I?

by CORE FACULTY

BACONE COLLEGE

RC005344

Title III Report
BACONE COLLEGE
Bacone, Oklahoma

MARCH 13, 1971

In Memory of Donna Brooks

Through seven years of cheerful dedication, she led Core students in her reading and composition classes to a better understanding of themselves.

To better understand the culture and needs of her students, she visited amongst the Navajo with her fellow faculty members.

Now, understanding the dedication of this young teacher, one of her former students recalls:

> "Mrs. Donna Brooks was a great influence on my life the first year I was at Bacone. She was encouraging and interested in each student's progress . "

ISABELLE NEW MOON
Now of Teachers Corps Program
Black Hills State College
Spearfish, South Dakota

ED051936

Foreword

At Bacone College, our interest in the educationally deprived students, as they are sometimes called, dates back ninety years, for this institution was founded in Indian territory to give educational opportunities to Indian students. For the past eighteen years, a succession of developmental programs has been tried and modified to form the evolutionary development of our present program.

Preliminary to each of these steps in this evolution was a period of evaluation. In most instances, a controlled experiment was envisioned. Usually however, the number of students was too small and the controls were too difficult to maintain for these to be considered as scientific experiments in the classical sense. What resulted then was a process of collecting data and evaluating as best we could, usually subjectively determining what was good or bad and what might be improved.

New experiences were developed, and more data collected. In most instances, the data was collected in the hope of answering a specific question. On occasion, however, it developed that an incidental observation from the experiment proved to be of greater value in determining the direction of our program. Had this process not been used, we would never have been able to have developed the present program.

In some cases programs were delayed for years because we were unable to finance them. Such was the case with the reading program which has now been funded under Title III.

If one attempts such program development he would do well to beware of the "And, they lived happily ever after" syndrome. For as personnel changes occur, and time goes on, a process of erosion tends to take place. To combat this, those faculty members involved must engage themselves in a continual process of evaluation and rebuilding.

Faculty members who have participated in this program feel a great sense of pride in watching the educationally deprived students continue their education, some as far as the master's degree. One can better understand their pride when one remembers that, as Miller, Antenen, and Duncan point out in their article in the March, 1971 issue of The Personnel and Guidance Journal that only 50 per cent of all entering freshman complete baccalaureate degrees according to recent national studies.

Yet, we at Bacone must be honest with ourselves, for in spite of our eighteen years of development, we are still a long way from what we feel should be our ultimate goal.

Leo D. Harman

Dean of Instruction

Title III Report
BACONE COLLEGE
Bacone, Oklahoma

"Who Am I?"

FOREWORD — Leo D. Harman, 3

"WHO AM I?" AT BACONE — Leo and Linia Harman and Robert F. Ferree, 5

DISCOVERING WHO I AM — Robert F. Ferree, 12

I PARTICIPATE IN SOCIETY — June Boyer, 15

UNDERSTANDING MYSELF — Frank Beck, Jr., 17

MATH—SCIENCE FOR ME — Linia H. Harman and Eugene Speck, 19

MY RIGHT TO READ — Bernice Tomlinson, 23

PERSONALITY THROUGH SPEECH — Alice Lowe, 38

I COMPETE WITH MYSELF — Evelyn Posey Epperson, 45

DEVELOPING MY LANGUAGE TOOLS — Phyllis Chilcoat, 48

POETRY IN ME — Bacone Students, 50

WRITING FOR MY NOW AND MY FUTURE — Nancy Lee Mack, 52

"WHO AM I?" PROJECTIONS — John W. Kalas and Leo D. Harman, 56

FORMER STUDENTS SPEAK — 60

ART CONSULTATION — Terry Saul
SECONDARY EDITING — Nancy Lee Mack

THIS REPORT on the first two years of Title III at Bacone College is a joint student-faculty project.

RESEARCH ASSISTANCE for the report was given by Mrs. Negial King and Mrs. Clinton Foster, both of the Bacone Core faculty.

THE COVER representing the tri-racial emphasis at Bacone, on Indian, Black and White cultures, was designed by Alberta Heart, of Las Vegas, Nevada, freshman art student of Chief Terry Saul, chairman of the Bacone Art Department. Other sketches in the report were created by her also.

PHOTOGRAPHY by John D Dunlap, of Muskogee, a journalism student just returned from Vietnam.

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"Who Am I?" at Bacone

By LEO and LINIA HARMAN and ROBERT F. FERREE

A keen interest in the specialized problems of the educationally handicapped, or those with deprived backgrounds, has long been an emphasis at Bacone College. It was not until some eighteen years ago, however, that special courses were listed in our catalog to deal with these problems. The first were certain zero-credit courses. It was discovered very quickly that students were not interested in enrolling in a course with zero credit.

Accordingly, in the catalog of 1952, courses in English 103 A, 103 B, and 103 C were offered. The 103 A was to be a regular freshman composition course for the student who was ready to work on the college level. The 103 B was to meet four days per week and was intended for the student with a minor deficiency in his preparation for the college level of freshman English. English 103 C was to meet five days a week for 3 hours credit and was intended for the student with a major deficiency in his preparation for the college level of freshman English. In the 1956-1957 catalog, these courses were dropped and the college reverted to the practice of offering two courses in English, namely 113 and 103.

By the fall of 1958,freshman English 103 A had been installed to meet five days a week for 3 hours credit. This course was designed for the more seriously handicapped students in this area. English 103 B, which included work with reading for understanding ,was the intermediate-level beginning course and met five days per week with 3 hours credit. Those making sufficiently high scores on the California English test were permitted to enroll in English 103, which was to carry the same credit as English 103 B, but met only three days per week. The 113 freshman English course was to be a continuation of 103.

It was in this year that a comparable arrangement was initiated in the area of mathematics. Math 103 A was listed as a basic math course, meeting five days per week for 3 hours credit. The Math 103 B, which included intermediate Algebra, met five days per week for 3 hours credit, with Mathematics 103 including intermediate algebra, being offered for those students with sufficiently high scores, meeting three days per week for 3 hours credit.

In 1959, the ACT test began to be used generally in this area, and our concern for improving our program offerings for students with special learning and background problems, caused us to turn to these tests for further help. At the close of the school year 1962-63, a study was made of all students who had enrolled for the past three semesters and who had a composite ACT score of 10 or less. Since these students were the ones enrolled in the lowest level courses, we wanted to see if some measure of success or failure would be reflected. The study indicated that after a first semester of only moderate success (GPA of 1.7), these students showed a drop in grade average for the second semester (GPA of 1.5). Thereafter, during the third and fourth semester, their grade point average rose to 1.9. (The records chart of this study is on the following page.) However the dropout rate of these students left so few in school by the third and fourth semester that one could not draw a firm conclusion. The

[Continued on page 9]

FOLLOW—UP STUDY OF STUDENTS TRANSFERRING TO NORTHEASTERN STATE COLLEGE

This study is based upon transcripts for fifty-one students transferring from Bacone College to Northeastern State College. Fifteen of these students who transferred began their first semester at Bacone during the school year 1958-1959. Thirteen of these students began the school year at Bacone during 1959-1960, and twenty-three attended Bacone for the first time during the school year 1960-1961, or later.

The Bacone grade average for the first group mentioned above was 2.97, and their grade average at Northeastern State College was 2.57, showing a drop of .4 of a grade point on an average.

Those students of the second group showed a Bacone average of 2.82, and a Northeastern State College average of 2.78. These of the last group had a Bacone average of 2.25, and a Northeastern State College average of 2.19. Inasmuch as the grading practice had been adjusted during the school year of 1960-1961 at Bacone, and those students of the second group would have attended Bacone one year under the adjusted grading practice, these students were grouped with the last group and the overall grade average was figured.

The Bacone average of this enlarged group was 2.46, and the Northeastern State College average was 2.40. The correlation coefficient between the Bacone grades and Northeastern State College was computed to be .70. The correlation coefficient of the first group was .67 as was the correlation coefficient of an earlier study.

The adjustment of the grading process at Bacone which was initiated during the school year 1960-1961, is known to have reduced the overall grade average of students by approximately .4 of a grade point. It appears from the current study that this adjustment has nullified the drop in grade averages of transferring students to Northeastern. Inasmuch as the correlation between the two sets of grades was .70, and this was consistent with the previous study, I believe that grades earned at Bacone are a good indication of the student's ability to do college work elsewhere. It would be desirable to have a larger study covering more institutions, but since the greater majority of our students transfer to Northeastern State College this was not possible.

While making this study of grades attained by students transferring to Northeastern State College, it was noted that no students who started in English 103A had transferred to Northeastern State College (see in this report the beginnings of the most recent study of Bacone core students entitled, "Former Students Comment").

September, 1963 LEO HARMAN, Dean of Instruction

A STUDY OF STUDENTS WITH AN ENTERING ACT SCORE OF 10 OVER FOUR SEMESTERS

Shown are the ACT scores of students with composite scores of 10 or less, along with the grade point averages they attained each semester over a four-semester period. Blank spaces indicate that the student was not enrolled during that semester.

ACT SCORE	1st sem.	2nd sem.	3rd sem.	4th sem.
7	1.53	0.83		
8	2.15	1.87	2.30	2.50
9	1.38	1.15	1.60	0.00
7	W			
6	2.07	1.38	0.62	1.18
10	1.61	1.50	1.41	
7	1.83	1.43		
2	2.07	2.18		
10	0.0			
5	1.83	W	1.08	
10	1.84	1.28	1.17	W
6	1.61	2.30	1.46	
7	W			
10	W			
9	1.14	0.33		
10	0.85	2.33	0.58	WF
10	0.38	W		
4	W			
9	W			
7	2.07	1.08	2.00	2.30 3.0
9	3.15			
3	0.64	0.41		
8	0.93	0.91		
6	2.26	1.85	0.66	1.27
10	1.61	1.83		
7	Dismissed			
8	W			
7	1.07	1.44	0.80	

ACT SCORE	1st sem.	2nd sem.	3rd sem.	4th sem.
9	1.77	1.88	1.87	1.81
10	1.64			
8	1.76	1.80	2.00	0.0
10	1.43	1.61	0.83	
7	1.78	1.73	1.50	1.27
8	2.14	2.43	2.26	2.08
10	W			
9	W			
10	W			
10	W			
10	1.40	2.00	2.00	
10	2.73	2.06	2.33	2.75
8	2.38	2.33	2.16	1.62
4	0.20	0.00		
7	1.27	0.25		
7	1.25	1.50		
8	1.22	1.00		
9	1.40	1.73	2.50	3.0
8	1.35	1.18	W	
6	2.00	W		
4	1.00	W		
8	W			
7	Never attended class			
4	W			
10	2.00	2.23	2.37	2.19
10	2.41	1.75		
8	1.33	1.70		
4	0.75	1.90		

ACT	1st sem.	2nd sem.	3rd sem.	4th sem.
10	W			
10	2.00	1.23	1.46	1.41
9	2.08	1.64	1.75	1.64
8	1.41	W		
5	0.11			
9	1.38	W (before classes started)		
9	0.28			
5	1.00	2.66		
10	2.53	2.40	2.80	
10	2.53	1.75	2.13	2.66
8	0.54			
7	0.82	0.71		
9	2.00	W	1.75	1.92
10	1.75	1.17	1.38	W
8	1.41	1.17		
6	0.50	0.71		
7	1.33	0.45		
9	2.14	1.84	1.46	1.92
8	1.78	1.35	1.50	0.71
5	0.0 (did not return after Christmas)			
9	1.61	1.80		
8	2.08	2.00	2.25	1.87
2	0.92	W		
6	1.41	1.45	1.50	1.50
8	2.83	1.42	W	
4	W			
7	1.58	1.27		
9	2.64	2.33	3.00	2.75
8	W	1.35	1.36	
9	1.33			
10	1.08	0.90		
9	1.33	2.54	1.08	2.20
6	1.00	0.63		
4	1.35	1.45		
7	1.83	1.18		
6	W			
8	1.33	1.25	W	
9	1.80	1.66		
7	W			
9	1.60	1.50		
9		W	0.63	
10		2.14	0.83	
10		1.83	1.38	
10		1.85	0.64	

ACT	1st sem.	2nd sem.	3rd sem.	4th sem.
10	W			
9	1.08	1.45	1.00	1.54
10	2.00	1.30	1.69	1.78
10	2.20	2.31		
10	W			
10	1.76	0.69		
10	2.25	1.27		
4	1.33	1.08		
9	0.13 (did not return after Christmas)			
10	1.2	0.0		
9	W			
8	1.30			
8	0.83			
6	W			
9	0.08 (did not return after Christmas)			
9	W			
6	2.41			
10	1.92	1.78		
10	W			
9	1.36			
10	0.92	2.16		
8	2.58	1.50		
9	2.64	2.84		
10	2.07	1.61		
9	0.80	0.0		
6	1.08			
8	2.41	1.78		
9	2.21	1.66		
8	1.92	1.53		
10	1.75	2.07		
5	1.80	1.46		
8	W			
10	2.53	2.66		
10	2.00	1.14		
9	1.23	2.33		
10	1.69	1.53		
9	1.83	W		
9	1.57			
10	2.06			
6	1.50			
10	1.93	2.0		
9	1.83	0.0		
8	2.13	1.25		
9	1.62			

LEO HARMAN, Dean of Instruction

(continued from p. 5)
study indicated that approximately 70 percent completed the second semester; 40 percent completed the third semester; 30 percent completed the fourth semester. However, if the study was not conclusive, neither were faculty members satisfied with their own intuitive appraisal of results.

By 1963, two follow-up studies had been made of students transferring to Northeastern State College. While the purpose of the study was to check on the students' grade average, it was noted that the study did not contain any students who had started their work at Bacone with English 103 A. The North Central examiners came to the campus in 1964. In conversation with Dean Kenneth L. Edwards, then of Belleville Area College, a suggestion for integrating course offerings was made. As a result of this, our present core program, centering around the theme, " Who Am I? " came into being.

A PHILOSOPHICAL CORE THEME

The theme for our core courses has a philosophical basis. It serves as a focal point and basic organizing concept. This core theme is "Who Am I ? "

As a core theme, it seems to meet the criter- of being (1) relevant, (2) flexible, and (3) unifying. Each of the four courses in Level One— Government, Science Orientation, English and Religion Orientation — were organized around the core theme. With the organization of Level Two and Level Three for the 1970-71 academic year, the "Who Am I? " theme was extended to these levels of the program.

In analyzing this particular theme of "Who Am I ?" it is recognized that there are various ways in which one might attempt to answer this question. The answering might be likened unto the nature of a diamond. The diamond as a whole is one, but it has many facets. The core theme, as well as the individual core student, is one, but there are many facets to the to the individual as far as "Who Am I ?" is concerned. After conversing with a new core group of students at some length, indicating that there are many facets to this question of "Who Am I ? " one teacher utilizes a flip chart and briefly considers :

"Who am I biologically ? "
"Who am I socially ? ".
"Who am I culturally ? "
"Who am I politically ? "
"Who am I religiously or from a theological point of view ? "

The flexible nature of this particular core theme, "Who Am I ? " is shown in its interrelatedness to other questions that may broaden the "Who Am I ? " theme. For example, one might continue from "Who Am I ? " to such questions as :

"Where am I going ?"
" How am I going to get there ?"

The rationale of the core program at Bacone reflects several basic convictions:

1. A remedial program can be of significant help to students with ACT scores below 11 .
2. Language arts areas, such as reading and English composition have priority in a remedial program because they are prerequisites for other discipline subjects.
3. A system of blocking courses is helpful in unifying students' learning experience.
4. A core theme that is relevant, flexible, and unifying is of particular advantage to the learning experience.
5. The esprit de corps that results from the blocking of core groups for all major subjects in the program aids motivation and learning experience.
6. An individualized approach greatly aids the student in a developmental studies program such as the Bacone core.
7. Small groups and individual supervision allow a bridging of the communication gap between students of different cultural backgrounds.
8. Remedial or developmental studies tend to insure more effective pursuance of college work on the part of individual students.

9. Students feel more comfortable with other students who have comparable educational deficiencies and backgrounds.
10. Small groups of students taking the same courses receive learning stimulation.

GROWING BENEFITS OF CORE

This philosophy and this rationale were the bases for our restructuring of our courses for students with ACT scores below ll into four integrated courses around the theme, "Who Am I ? " In the original plan, blocks of students were enrolled in courses in four areas: social studies, math-science, government, and religion. The social studies part of the program was to be offered by the English teacher, and the English instruction was to develop from the composition and reports the students did around the theme, "Who Am I ?' In a similar fashion the other areas were to be approached from an integrated point of view, not staying within the bounds of the usual course offerings. The government course included visits to local offices of the city, county, and state government.

A follow-up study of the first core class revealed that the students earned more hours of credit during their first semester than students starting in English 103A. They earned more hours of credit during their second semester and earned higher grades in English 103 B, in spite of the fact that they had lower composite ACT scores than the students enrolled in English 103 A.

In order to allow faculty members to develop a deeper understanding of the cultural background of many of our Indian students, the faculty, in its January 14, 1965 meeting, suggested that a research project be undertaken. Jack Higgins, then director of public relations at Bacone , obtained funds for the project from the Field Foundation. Under this "Navajo Summer Project, " four faculty members visited with tribal leaders at Window Rock and traveled throughout the home areas of many of the core students. This was not the first, nor was it to be the last time when representatives of the faculty and staff of Bacone College would seek the counsel of tribal leaders.

We had long recognized that one of the very important keys to an effective program of remediation would be a program of reading. Our efforts in this area, dating back to 1955, were frustrated by our inability to finance a program of sufficient size and scope to include all the students who needed help.

READING : ALWAYS AN EMPHASIS

Our Title III proposal was the result of our efforts to expand our offerings in reading. While we asked for a number of programs with a total budget of $346,000, we were approved for $100,000. We then concentrated our efforts on the two areas of reading and counseling.

Physical facilities had to be renovated; personnel had to be hired. In addition, the curriculum had to be revised to include the program. The course descriptions for the Core Program to be found in the Bacone catalog for the last two years reflect the impact of Title III :

1969-1970 BACONE ANNUAL BULLETIN

CORE PROGRAM

This is an experimental program including English 103A, Math 123 A, Religion Orientation 152, and Government 103. Students are enrolled for three periods each day for the entire semester. The subject matter is approached on an integrated basis. Students receive 12 hours credit when they also enroll in Physical Education Activity. The courses are designated with a "B " before the regular course number in order that they may be identified in the schedule.

1970-1971 BACONE ANNUAL BULLETIN

CORE PROGRAM

The core program has developed out of experimental attempts to enable students entering with low ACT scores to achieve success in college. In this program the students are enrolled in a core curriculum with the same group of students in each class. This provides a working group in which

students feel free to develop the academic skills they need. The subject matter is approached on an integrated basis. The program is organized in two level.

LEVEL ONE

This is a program designed for students with maximum needs for developing academic skills. The subject matter is integrated around the theme, "Who Am I? "

Reading 103A. . . . . 3 hours
Grammar and Composition on Reading 103A. . . . . 3 hours
Math and Science Orientation 123. . . . . 3 hours
Religion Orientation 152 . . . . . 2 hours
American Government 103. . . . . 3 hours
Physical Education 101 . . . . . 1 hour

These courses will be designated with a "C" before the regular course number in order that they may be idenified in the schedule.

LEVEL TWO

This program is designed for students of intermediate needs. This is a second semester program for students who have completed Level One of the Core Program.

English Composition I 103B. . . . . 3 hours
Reading Improvement 102. . . . . 2 hours
Speech 103 B. . . . . 3 hours
Physical Education Activity 101. . . . . 1 hour
Electives. . . . . .6 or 7 hours

FURTHER CHANGES

During the March 4, 1971 meeting of the Developmental Division, with Chairman Linia Harman presiding, faculty in the various core courses submitted the following changes for the 1971-1972 catalog :

103A SPEECH: A basic course in the elements of speech for effective speaking in everyday interpersonal relationships. A companion developmental course to Reading 103 A, and Grammar and Composition on Reading 103A.

103 B SPEECH CONTINUES AS PART OF LEVEL TWO:

103 B Speech: Continuation of 103 A Speech. First semester course for students beginning in Core, Level Two. Use of the dramatic vehicle for further expression of the individual self and his concepts. Exercises in listening, preparation and delivery of short speeches, practice in verbalization of ideas in situations from casual conversation to formal speech.

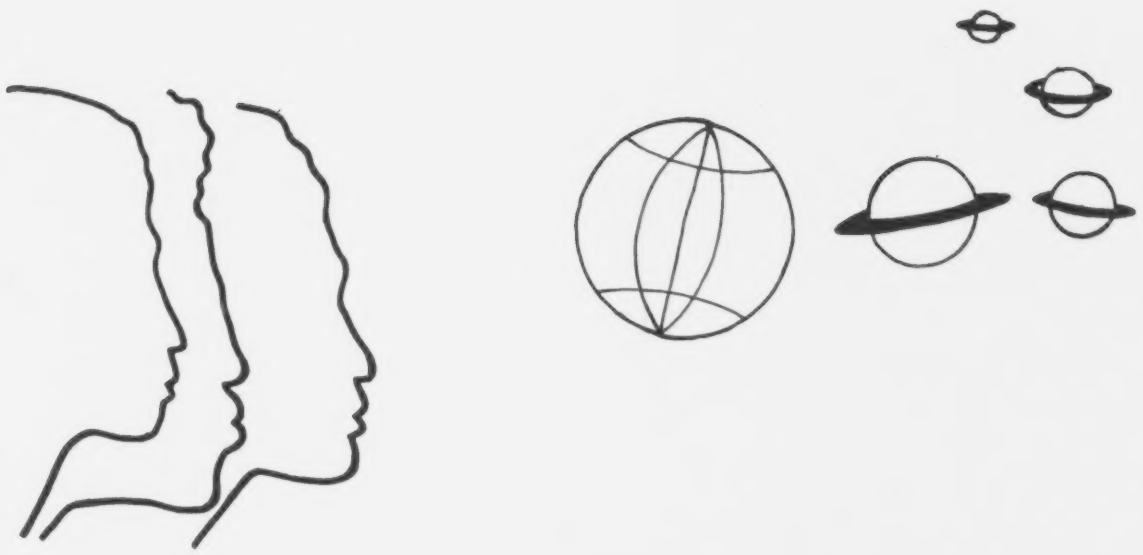
COURSE DESCRIPTION REWRITE: 103 A Mathematics for three hours credit. This course starts with elementary mathematics and proceeds through topics in beginning algebra. Class — 5 hours.

CORE, LEVEL TWO, REWRITE: This program is designed as a first-semester Language Arts Core for students of intermediate needs. This is a second semester program for students who have completed Level One of the Core Program. The theme, "Who Am I ? " continues in this Core Language Arts program.

SUCCESS THUS FAR

We feel that we have experienced remarkable success with our reading program from its inception, and for this, we owe a debt of gratitude to Miss Celine Townsend, the first director of the reading program. An additional debt of gratitude is acknowledged to Miss Bernice Tomlinson who took over the reading program during the second year of its funding. During this year, the program was reorganized so that all Core courses are under the Developmental Division with Mrs. Linia Harman as chairman.

Discovering Who I Am by Dr. Robert Ferree reflects Bacone's historical interest in religion and religion's place in our total developmental program. It should be noted however, that this portion of the program is in no way financed from Title III funds. It should be further noted that our students come to us from a wide variety of religious backgrounds and that we historically have respected these differences.



Discovering Who I Am

By ROBERT F. FERREE

In keeping with the core theme of "Who Am I ? "the Religion Orientation course has been centered around the theme, "Who Am I Religiously or Theologically ? "

ORGANIZING CONCEPTS

There are various ways that might be employed in attempting to help each student to focus his attention on this theme and to formulate his own ideas. In considering the course theme, "Who Am I Religiously?" the following have served as several simple guiding principles to organize the core course in religion :

I am a child of God.

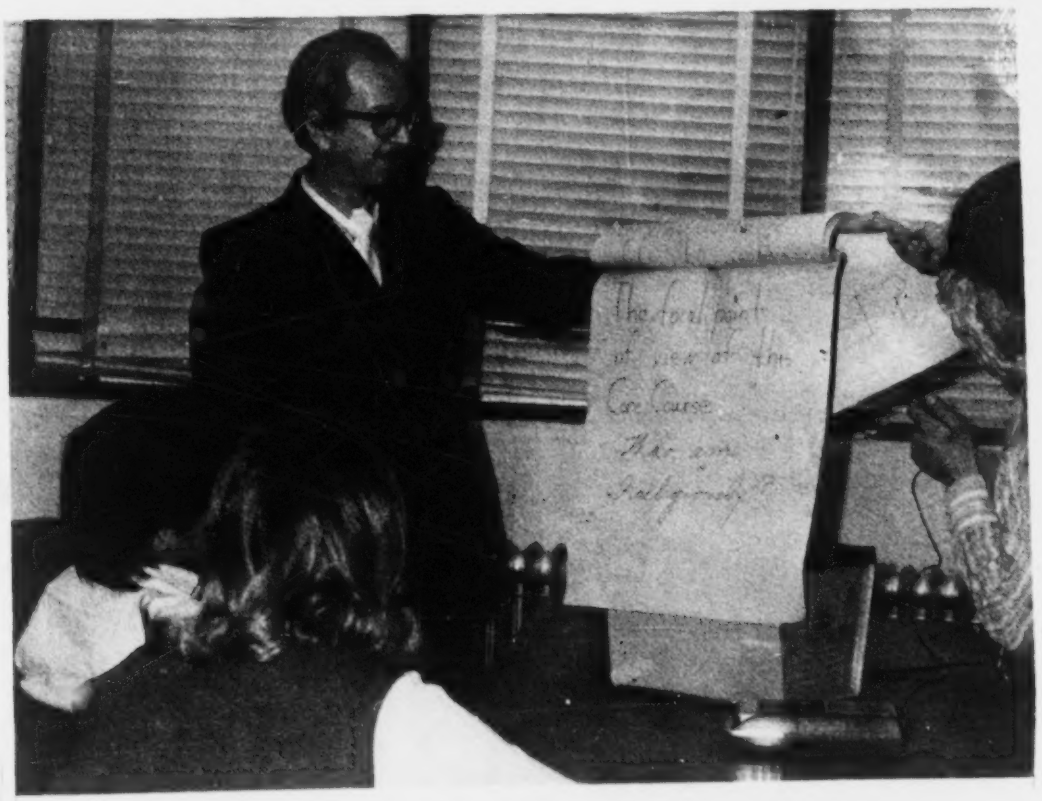
I am an inheritor of the Judaeo-Christian culture.

I am an inheritor of the Bible.

I am an inheritor of Judaism.

I am an inheritor if Christianity.

I am a participant in God's world and man's society.



"Who Am I ?" Flip Chart

B 103 Religion Orientation

Numerous implications may be drawn from these statements.

UNITS OF STUDY

The various areas of study or units that these organizing statements have suggested are the following :

I. INTRODUCTION : In this unit, time is given to discovering something about each individual, such as what he likes, where he is from, and so forth. In this unit, each student writes a brief religious autobiography beginning with how he first heard of God and Jesus.

II. CHRISTIANITY : This is a consideration of "My Church and I. " After the stimulation of a filmstrip on Christianity (LIFE magazine series), each student prepares a talk on "My Church" (or denomination). This provides an opportunity for the student to do a limited amount of research on a church's history and organization.

III. BIBLE I : This is a unit considering "How Our Bible Came to Us." It is based upon a series of filmstrips and records produced by the American Bible Society.

IV. BIBLE II : This is a second unit in which the drama of the Bible is pursued through reading some selected passages of the Bible and attempting to relate its word pictures to human existence. Recordings, tapes, and filmstrips provide background and simple interpretations.

V. LIVING : This is a culminating or summary unit in which consideration is given to the subject, "God and Today's World." Through review and guildance, the students consider who they are in relation to living in man's society. This unit may be viewed as a simplified consideration of Christian Ethics.

SESSION OBJECTIVES

The following are some brief guiding objectives of the twenty-nine sessions:

1. INTRODUCTION : To introduce the course by considering the core theme, "Who Am I ?" To provide an overview of the course.

2. CHRISTIANITY : To help the student to recognize that we are inheritors of Christianity and to introduce the unit on "My Church and I. "

3. DENOMINATION : To help the student to gain a better understanding of his own denomination or church.

4. LIFE OF CHRIST (as basis for Christianity): To help the student to appreciate that we are inheritors of the life of Jesus by briefly reviewing his life and his religious inheritance.

5. JUDAISM : To help the student to recognize that Jesus' religious inheritance was Ancient Judaism and that we are inheritors of Judaism.

6. WORSHIP SERVICE OF JUDAISM : To help the student to appreciate Hebrew Worship as the background of our Christian worship.

7. REVIEW AND TEST: To review all that we have studied thus far.

8. THE LAW : To help the student to understand the origin of the Bible and the significance of the Law as part of the Scriptures.

9. THE PROPHETS : To help the student to understand the development of the Bible and the significance of the Prophets and their message as part of the Scriptures.

10. THE WRITINGS : To help the student to develop a new appreciation for the Bible in its progressive development, The Writings as part of the Scriptures.

11. THE GOSPELS :To help the student appreciate the Gospels as part of the Bible.

12. THE LETTERS OF PAUL : To help the student to recognize the names and nature of the epistles of Paul as the first New Testament books.

13. THE OTHER BOOKS : To help the student to be aware of other books of the New Testament other than the Gospels and Epistles of Paul and how the Bible came to us.

14. CANON : To help the student to be aware of the final development of the Bible.

15. INTRODUCTION OF THE BIBLE AS A DRAMA : To introduce the unfolding drama

of the Bible and the nature of this "life-style drama. "

16. IN THE BEGINNING : To introduce the drama of the Bible and the nature of Genesis.

17. ENCOUNTER WITH GOD : To help the student to appreciate the drama of the Encounter with God.

18. THE DISCIPLINE OF DISASTER: To help the student to appreciate the nature of the destruction of Jerusalem and the lament over Judaism.

19. THE SECOND EXODUS : To help the student to gain a greater appreciation of the nature of the Exile through Isaiah and the poetic background for the coming Messiah.

20. THE PEOPLE OF THE LAW : To help the student to discover the nature and appreciation of the Psalms as a literary, historical, and devotional source.

21. VICTORY THROUGH DEFENSE : To help the student to understand the nature of the good news as found in the first written Gospel, Mark.

22. THE CHURCH AND THE WORLD : To help the student to consider the "Church and the World " as illustrated in the New Testament.

23. HISTORY'S FINALE : To help the student to appreciate History's Finale as suggested in Revelation.

24. REVIEW OF THE UNFOLDING DRAMA OF THE BIBLE : To evaluate the student's understanding of the unfolding drama of the Bible.

25. EXAM ON UNFOLDING DRAMA OF THE BIBLE: To evaluate the student's understanding of the unfolding drama of the Bible.

26. REVIEW EXAM : To review the exam in session 25 and reinforce the students' knowledge at this point.

27. MEN AND WOMEN IN TODAY'S WORLD : To help the student to discover his place in today's world.

28. CULMINATING EXPERIENCE OF FINAL EXAM

29. SUMMARY AND REVIEW : To review the final examination questions and answers and to evaluate the core course in Religion Orientation.

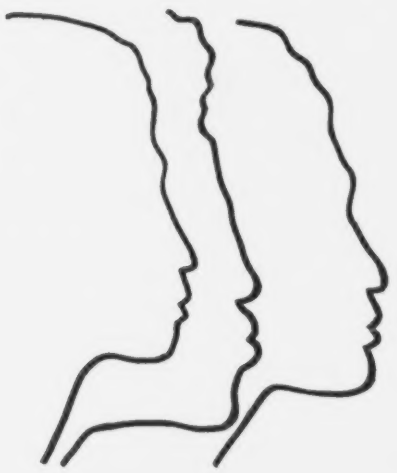
BASIC PHILOSOPHY BEHIND COURSE

Some basic philosophy behind this Religion Orientation course, that may be stated in simple terms, might also be used as a summary of this core course. For brevity's sake, they are stated in fragmentary form :

As inheritors of the Bible, we learn much that can help us to know who we are . . . Genesis tells us there is a God . . . God made man in His own spiritual image . . . God gave man freedom of choice . . . freedom of choice means responsibility . . . man has responsibility for his own life . . . man has responsibility for others . . . the Bible gives some indication as to them leaning of life . . . the ultimate question is, "What is the meaning and destiny of man's life ? " . . the Bible gives us many word pictures . . . man is able to sway and control nature . . . man is able to search for the good, the beautiful, to remember his past . . . man is able to hope for the future . . . man is able to decide in the present . . . man's freedom of choice places him above the animals . . . the Bible tells us of God's personal relation to man . . . Bible stories are often profound descriptions of any human life. . . Adam means man . . . man's life is not what it ought to be . . . somehow man has lost the peace and wholeness for which he was intended . . . conflict, anxiety, insecurity, exploitation, suffering are life's daily reality . . . work is man's God-given dignity . . . through man's freedom, he may choose . . . man's choice may alienate him from God . . . man's choice may alienate him from his fellowmen . . . man's sin might be described as man's first false maturity . . . man's life is a restless life of insecurity and conflict . . . when man is separated from God, he is separated from his deepest self . . . since man belongs to God, he cannot find peace outside the relationship of dependence . . . man is a child of God . . . man is a creation of God . . . man is made in God's spiritual image . . . man needs to take the Bible seriously rather than literally . . . man sometimes has a personal encounter with God

14

. . . God makes Himself known through His word and action . . . man can learn lessons of discipline through meaningful tragedy . . . men are free to choose their actions . . . man is not free to escape the consequences of his choice . . . through Jesus Christ man was brought into a new relationship with God . . . Christ was the "God-Man " . . . Christianity implies a social reality . . . Christianity is an esprit de corps (a spirit of togetherness) . . . . . . peace is a state of harmony, wholeness and welfare within the community . . . there cannot be right relationship within the community unless man is in right relationship with God . . . the Kingdom of God is the kingly rule of God in the lives and hearts of man . . . we are co-workers with God in the building of the kingdom on earth.



I Participate in Society

By JUNE BOYER

B 103 American Government

In our American democracy, emphasis is placed upon the dignity and worth of the individual. This emphasis will be preserved only if our citizens have a knowledge of the functions of the government of and their responsibilities in maintaining the freedom of interaction between government and individuals.

In this course of study the student is given the opportunity to gain a basic understanding of American government, with primary consideration given to its development, organization, operation, and services. A major effort is made to develop free thinking on the part of the student and a concern for the role he must play as an American citizen if a free, democratic society is to be maintained.

In this course a variety of source materials are used as a basis for study of American government. Students refer to books, magazines, newspapers, encyclopedias, and dictionaries in a search for information to supplement their notes taken in class.

A basic outline of subjects to be dealt with is given to the students at various times throughout the course. The students are then assigned research work on specific questions or topics with instructions to bring their findings to class for presentation and discussion. The same topics may be given to the class as a whole, or a variety of topics may be assigned to each student. Often an essay question is given to a student for research and answering.

Studying government in this manner seems both satisfying and challenging to the students. The benefits, of course, are obvious. Students develop better research techniques, notetaking, report writing, and oral presentations. In addition, the other students seem to maintain greater interest in the subject when presented by several students, rather than by the instructor alone.

Usual classroom procedure involves th

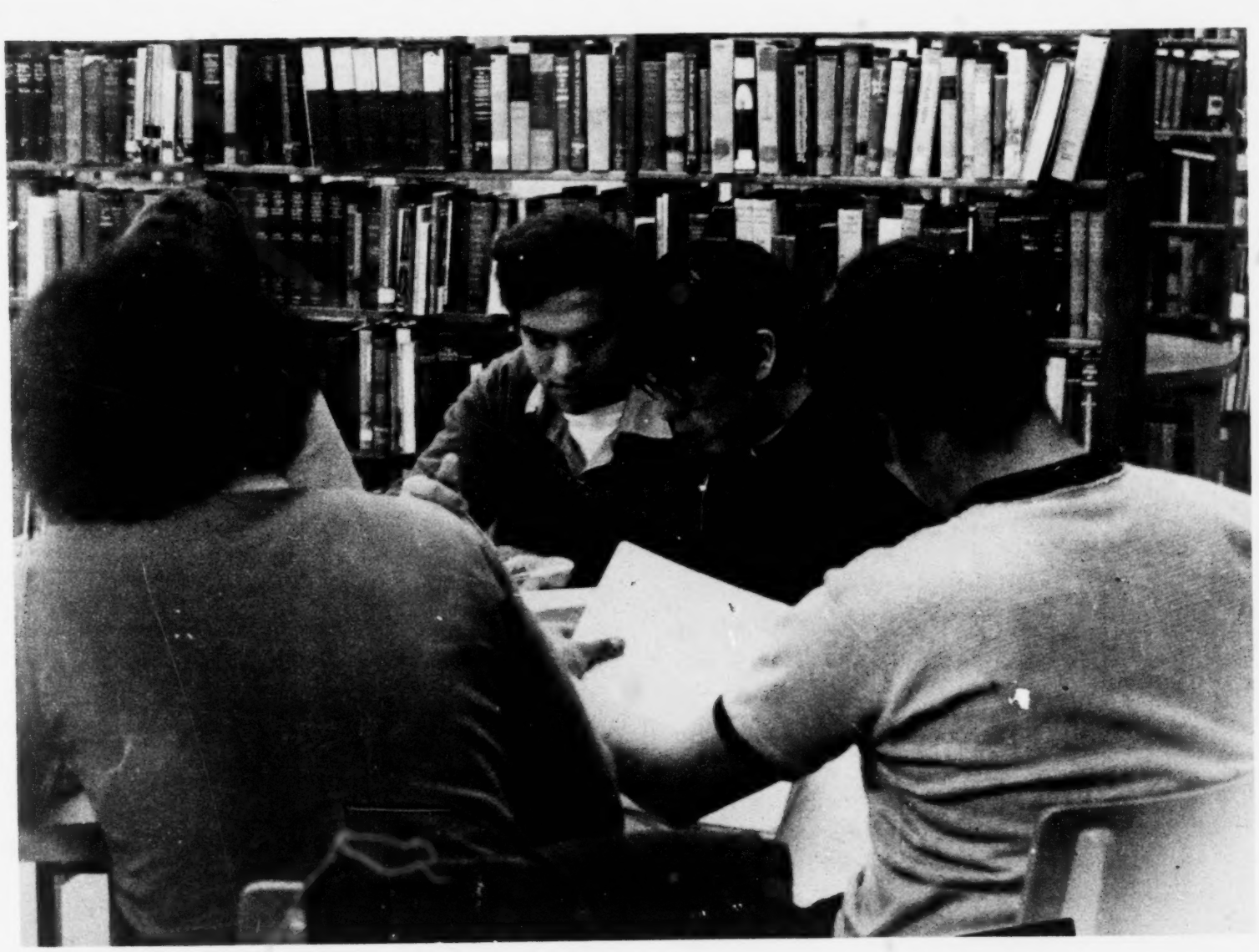
instructor's presentation of the subject under consideration in its basic form. Students then add greater substance to this by relating additional information they have discovered. Questions are posed, comments encouraged; and through cooperative oral participation, a particular problem or question is resolved.

The instructor, of course, must anticipate questions and problems that students have not been able to answer through their own research; and be prepared to supplement or reinforce whatever information has been obtained.

Review is an important part of the course. Notes are checked and questions encouraged to be sure that each student has a good understanding of the material discussed. A strict time scheduling of topics is not adhered to; if extra time is needed on a subject, allowances are made for it.

Students are encouraged to relate their studies to current happenings on the political scene. A knowledge of political figures and their respective duties is encouraged. At the beginning of the course students are given a listing of governmental positions. Names of those persons filling the positions are to be obtained through the use of current news media. Students are tested occasionally to check their knowledge concerning political figures.

Final evaluation and grading is essentially determined according to a student's percentage of total possible points he has obtained during the course.



Understanding Myself

By FRANK E. BECK, JR.

The counseling program during the 1969-1970 school term concentrated on long-range plans, as well as serving the immediate needs of the students. The 1970-1971 goals are designed to continue the counseling services in a like manner.

In a number of cases the counselor worked on a one-to-one basis with faculty members who come in daily contact with students. He assumed the role of teacher for these faculty members, instructing them in aspects of learning theory, personality development, and individual appraisal appropriate to their function in the coordination of student-learning experiences. This needs to be a continuing process and there are times when group faculty meetings may be profitable in this respect.

The counselor's efforts are combined with those of the administrators and teachers who participate in experimental and academic support programs for the disadvantaged, the handicapped, the politically active and in integrative campus-community projects that emphasize the increasing betterment of the human condition. The counseling program effects a new dimension in the scientific and humanistic consideration of the student learner in the climate of his learning.

The accessibility of professionally trained counselors is a powerful stabilizing force in the life of the student learner. With another counselor having been added for the 1970-1971 school term, and along with the added facilities and testing materials, it is apparent that Bacone's counseling and guidance program is on sound footing.

The student's personal problems often are not directly related to his school activities; however, his progress in school may be suffering. The slower students are not alone in need of counseling. Often honor students have made the honor roll only because they availed themselves of the counseling services; otherwise some of them may have dropped out of school. There can be no end to a discussion relating to counseling; it is a varied, never-ending service.

Now, with the counseling program well into its second year, counseling services are

Counseling with the individual student

being utilized and coordinated throughout the educational program.

The counselor's office maintains an inventory of tests designed to fit the needs of the entire school. Tests are administered individually as well as in groups. It is common for students to make appointments with the counselor for Interest and Personality testing; the results are interpreted to each student individually. The counseling department also administers the American College Tests.

The counselor's office is open to assist students with problems that may arise from time to time. Attention is directed upon the individual student and his progress in the light of his interests, abilities, disabilities, and level of aspiration.

A library of bulletins, pamphlets, vocational literature, periodicals, and books especially designed for the counseling department is being formulated.

All testing services, excepting the ACT, are free to Bacone students. The students need only to request this service to avail themselves of it.

Among tests administered by Bacone Counseling services are:

CALIFORNIA ACHIEVEMENT TEST:
Level 5 - Form A
Form BB
Form W
Form Y

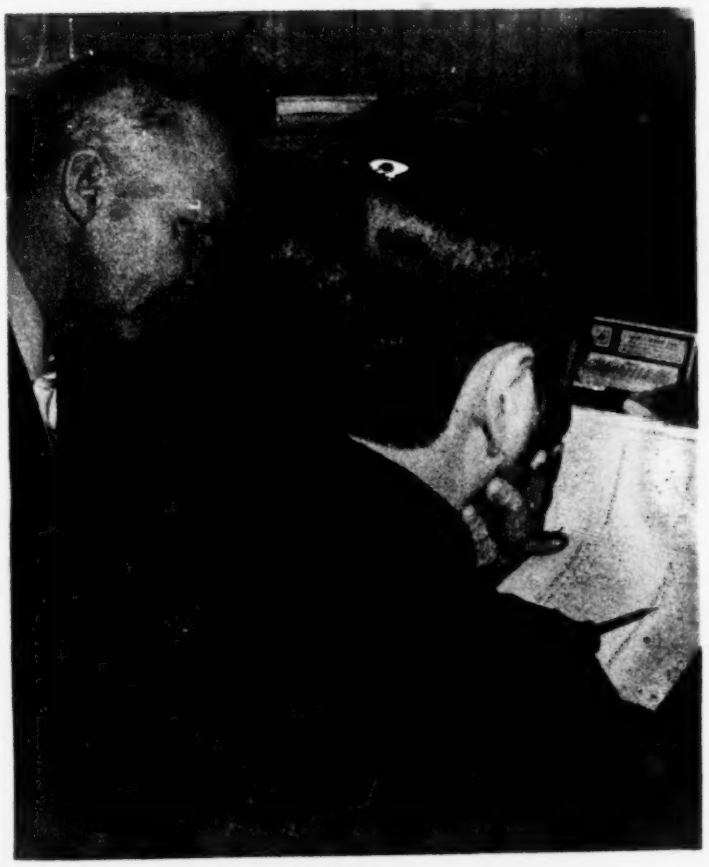
CALIFORNIA READING TEST
Form Y
Form X
Form W

IOWA SILENT READING TEST

GATES-MacGINITIE READING TEST
Survey E Form 1
Survey E Form 3
Survey F Form 1
Survey F Form 2

CALIFORNIA TEST OF ENGLISH USAGE
Form A
Form B

CALIFORNIA LANGUAGE TEST
Form X
Form Y



Testing services available to all students

MISSOURI COLLEGE ENGLISH
Form A
Form B

WIDE RANGE VOCABULARY

BROWN-CARLSEN LISTENING COMPREHENSION TEST
Form Am. Bm.

CALIFORNIA STUDY METHODS AND SURVEY

LORGE-THORNDIKE INTELLIGENCE TEST

OTIS SELF-ADMINISTERING TEST OF MENTAL ABILITY
Form B
Form C

DIFFERENTIAL APTITUDE TESTS
Form L
Form M

STANFORD SCIENTIFIC APTITUDE TEST

CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY/ LEVEL 5

SSHA SURVEY OF STUDY HABITS AND ATTITUDES
Form C

EDUCATIONAL INTEREST INVENTORY (MEN-WOMEN)

MINNESOTA VOCATIONAL INTEREST INVENTORY

KUDER PREFERENCE RECORD - FORM CH

STRONG VOCATIONAL INTEREST BLANK
(MEN-WOMEN)

MINNESOTA MULTIPHASIC PERSONALITY INVENTORY

EDWARDS PERSONALITY INVENTORY
Booklet II
Booklet III
Booklet IV

EDWARDS PERSONAL PREFERENCE SCHEDULE

CALIFORNIA TEST OF PERSONALITY
Form AA - Adults

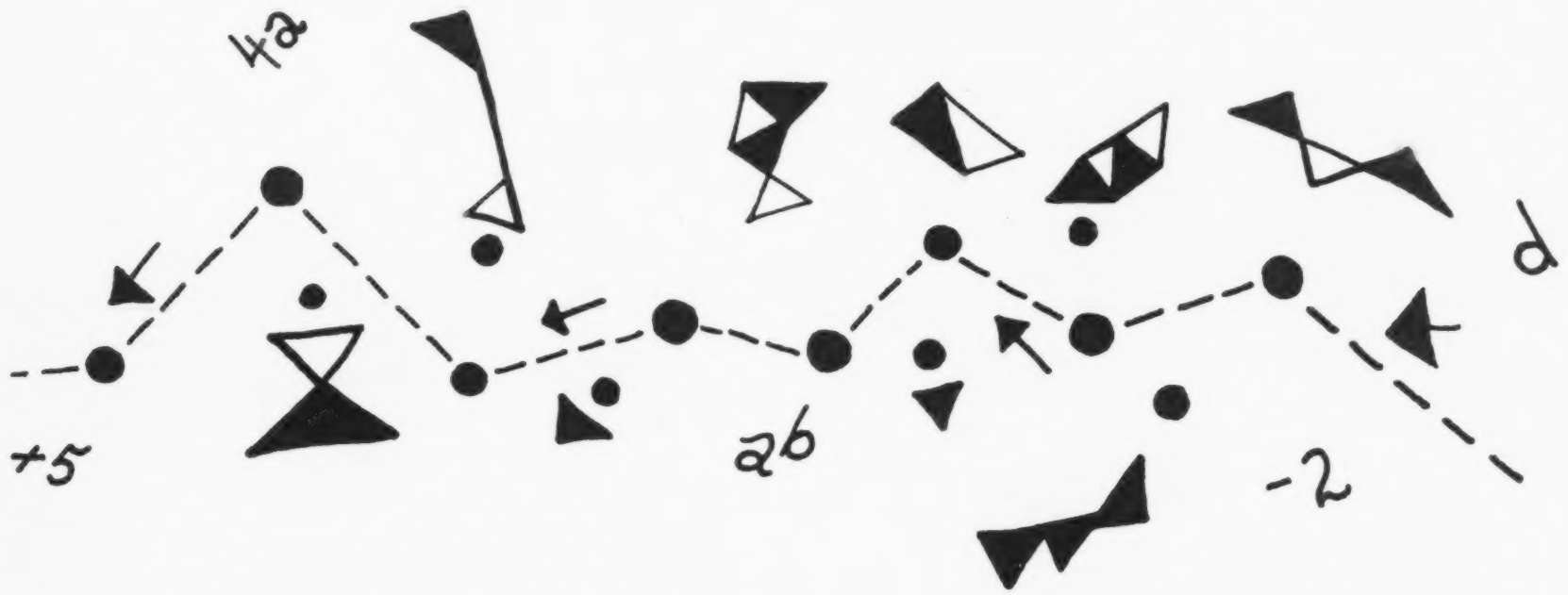
MINNESOTA COUNSELING INVENTORY

OHIO STATE UNIVERSITY PSYCHOLOGICAL TEST
Form 21

THURSTON TEMPERAMENT SCHEDULE

BILLETT-STARR YOUTH INVENTORY

Bacone College is a test center for the American College Testing Program. This program is administered through the Bacone Counseling Department.



Math-Science For Me

By LINIA HARMAN and EUGENE SPECK

MATH—SCIENCE ORIENTATION 123 is the math-science section of Level I Core program. Many of the students enrolled in this course dislike math and feel inadequate or frustrated in this area. Many of these students have avoided science courses in high school.

It is within the philosophy of this course to regard math and science in several roles.

1. Mathematics is a language useful for the communication of certain kinds of ideas.
2. Mathematics is a tool, serving in many practical situations of everyday life. It is es-

sential to our ever-increasing technology.
3. Mathematics and science are monuments to the creativity of the mind of man.
4. Math and science can be learned. Learning might even be fun.

COURSE AIMS

The aims of this course are:

1. To develop understanding and appreciation of our number system and its symbolism.
2. To develop computational skills for dealing more effectively with the quantitative aspects of everyday life.
3. To develop sufficient proficiency in beginning algebra to enable the student to continue the sequence course.
4. To develop an acquaintance with a basic vocabulary in science.
5. To develop a greater awareness of man's relationship to the physical world in which he lives and of the implications of our technology.
6. To develop self-confidence and self-esteem in the student by overcoming emotional blocking, by increasing his sense of mastery over his environment, by achieving greater competence, and by expanding his ability for self-expression.

Some students, especially those with drastic background deficiencies, do not understand elementary concepts of our biological, physical, and mathematical environment. This detracts much from the joy of seeing, feeling and knowing why. The three paperback textbooks for the course of math-science orientation were chosen with this thought in mind.

The science books were originally prepared for adult-education classes and lend themselves quite readily to the task at hand. They are Earth and Space Science and Biological Science, by Richard M. Harbeck and Lloyd K. Johnson from the Holt Adult Education --Advanced Series, New York: Holt, Rinehart and Winston, Inc., 1965.

The math text, a semi-programmed workbook which stimulates individual work by the student, is Arithmetic: A Review, by J. Louis Nanney and Richard D. Shaffer, New York : John Willey & Sons, Inc., 1969.

METHODS and AUDIO—VISUALS

The instructor, along with these texts and appropriate audio-visual material, answers questions the students have and might never ask. For instance, "Why does the moon go through phases ? " "What are other planets like ?" Other questions include facts about the earth's atmosphere, crust, and interior; life processes of plants and animals ; ecological questions ; how much will 25 % discount on a $22.00 item make it cost; and so forth.

The Science sections are generally interdispersed with the math throughout the semester to provide a break in the possible monotony caused by the many facts a student must learn and review to benefit from the basic math part of the course.

One science unit that has proved particularly interesting to students is a unit on environmental pollution. This study centered around a set of filmstrips entitled, Environmental Pollution: Our World in Crisis, prepared by Ward's Natural Science Establishment, Inc. Individual filmstrps in this set form the basis for sessions on the nature of the pollution crisis; atmospheric, land, and water pollution; and possible methods of pollution control. One of the class activities that developed out of this unit was a survey of pollution sources on the Bacone campus and in our community. This unit afforded opportunities in chemistry, biology, ecology, and related topics.

Instruction in the science section follows a lecture-demonstration-question-test procedure.

The math section textbook is entitled, Arithmetic: A Review. The course includes the basic operations of addition, multiplication, division, and substraction— starting with positive whole numbers, then fractions, percentages, decimals, and finally literal numbers.

This sequence of basic operations provides the basis for the last chapter in the text, entitled, "An Introduction to Algebra." In this chapter, much of the terminology of algebra is presented along with many properties of numbers and operations in our number sys-

tem, such as commutativity of addition, associatives of multiplication, the existence of an additive inverse, and so forth.

In addition to this, actual algebraic equations are solved by the use of these properties. It seems the transition from basic math to intermediate algebra is made much easier by an earlier exposure of these students to algebraic symbolism, terminology, and equation-solving.

In presenting both mathematics and science topics, much attention is given to developing vocabulary. Key words are analyzed and defined. These words are used in formal vocabulary tests and also used in instruction and problem statements so that the words become functioning parts of the student's vocabulary.

CLASSROOM PROCEDURE

The math section textbook has fifteen chapters. The student works them, each chapter at his own rate. Due to a maximum class size of fifteen students, there is time for individual instruction. At the end of each chapter when the student deems himself ready, he takes a test that covers material in that chapter, plus questions or important concepts in the previous chapters. The test is evaluated by the instructor who shows the student how to work any problem he missed -- right then and there. If the score of the student is below 70 per cent, he will probably elect to take an equivalent test covering the same material after he has gone through the chapters and has worked the problems similar to the ones he originally missed. The maximum score on this second test is 80 per cent, with no penalty if his grade falls below 80 per cent. The cycle is again completed, graded, problems analyzed, and so forth. Then, if his grade is below 65 per cent, he not only reads and reworks the entire chapter, but is also assigned special time with a student math tutor who is hired by the school through a work-study program. After this, he is given a third test. So far, no student has failed the third test.

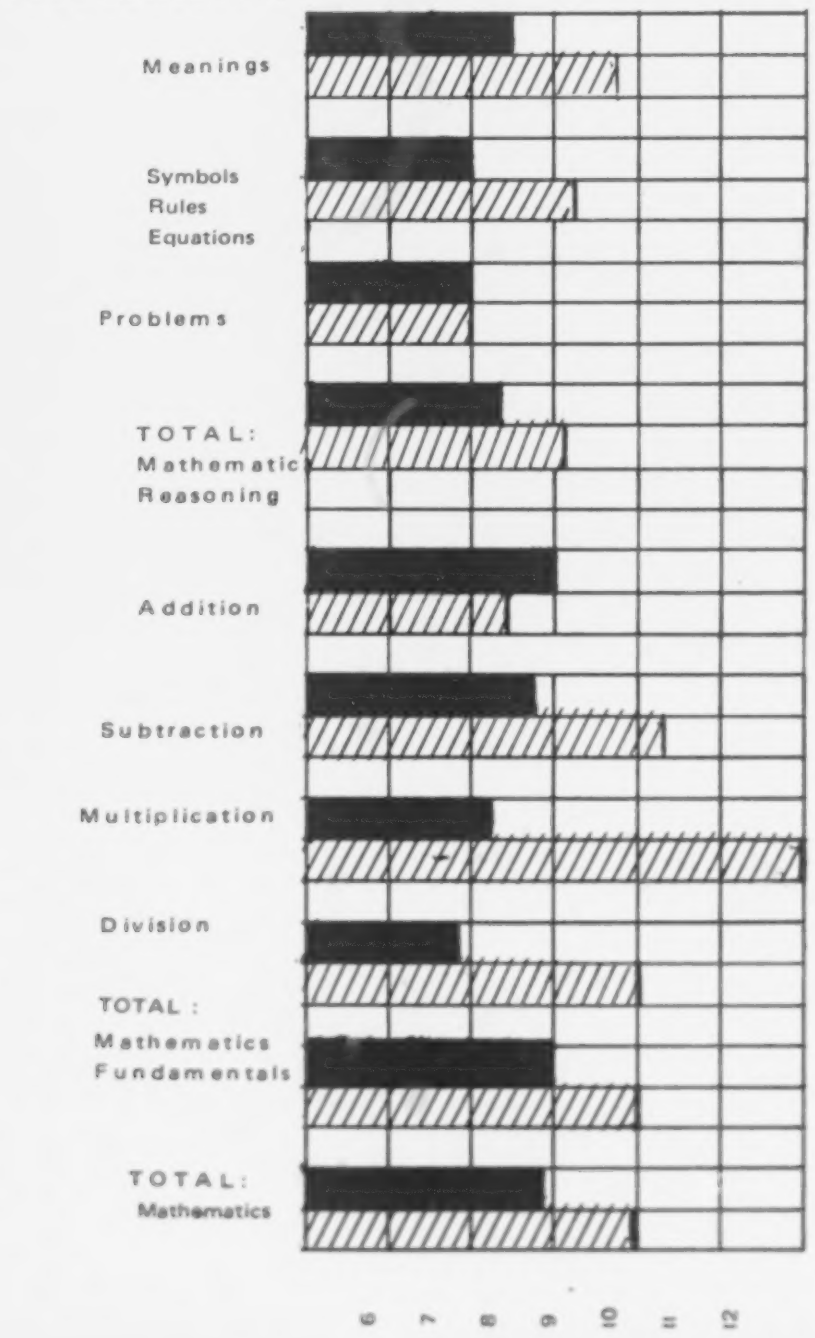
About 70 per cent of the students do well on the first test; about 20 per cent pass the second time around; and the remaining 10 per cent generally pass on the third try.

At the end of the course comes a final which is composed of problems from throughout the course. Students who usually re-

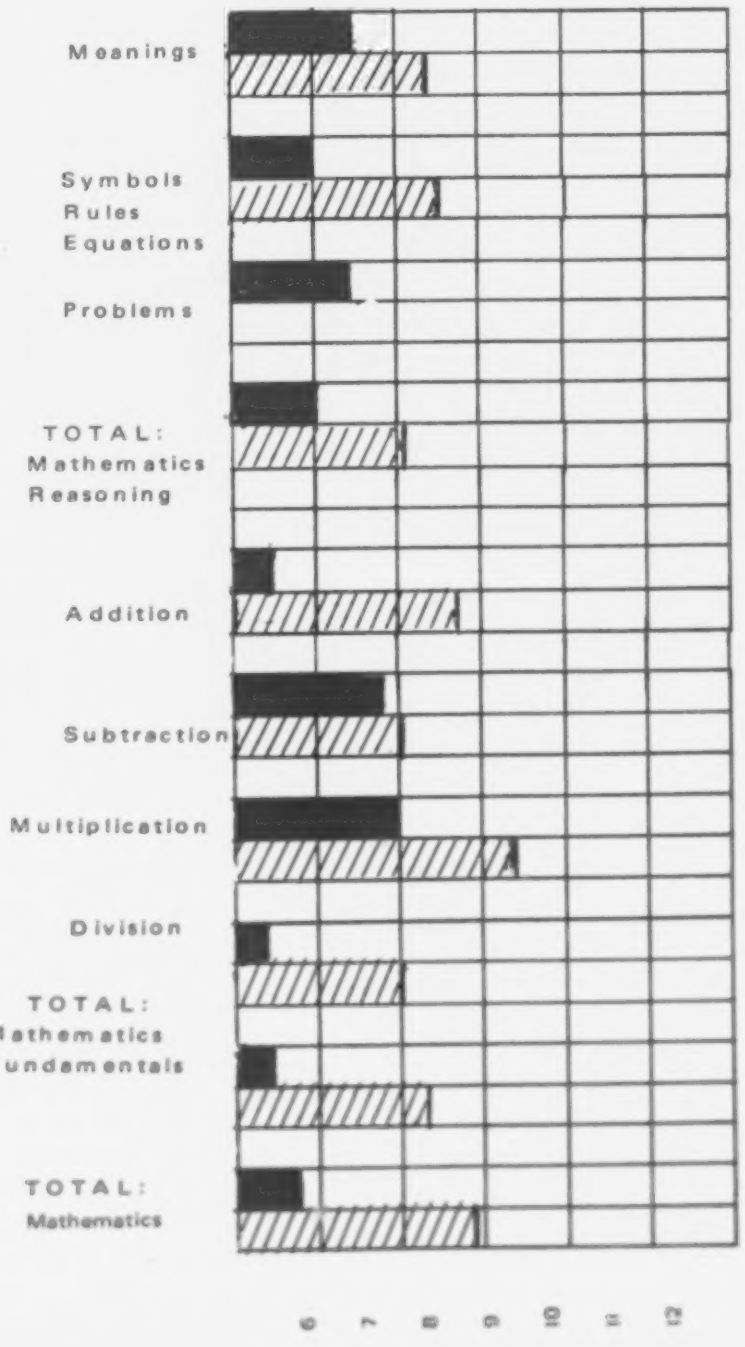
CORE CLASS AVERAGES ON THE CALIFORNIA MATHEMATICS TEST — ADVANCED LEVEL

[Scores are given in terms of grade placement.]

FALL SEMESTER, 1967 – 1968



FALL SEMESTER, 1970 – 1971



SOLID BAR:
Beginning of Semester

HATCHED BAR:
End of Semester

quire two or three different tests on a chapter do more poorly on the final than the rest of the class.

Grades are assigned by adding up all the points accumulated by the student during the semester, plus the 200-point final, and dividing by the total number of points possible during the semester. Averages of 90 per cent or above are assigned A's ; 80 to 89 per cent, B's ; 70 to 79 per cent, C's; 50 to 79 per cent, D's; and anything below that, an F. It is interesting to note that most poor grades are caused by failure to complete all material, rather than poor individual test grades. For instance, if a student works only through chapter 13, he is given a zero for chapters 14 and 15, and these grades are averaged in.

During the semester, students seem to begin to realize that hard work, many problems, much reading, and rereading pays off. They realize that learning must be done from within. Soon they show a marked increase in their ability to read and understand examples and instructions during this semester's time. They seem to gain self-confidence in their ability to read and understand as evidenced by the not-so-diplomatic student who, when informed of his absences becoming excessive and his danger of being dropped from the class, then replied that he found out he could probably learn almost as well without the class as with it. He was dropped from class but took with him the knowledge that he could accomplish much by just reading, doing and perseverance.

PROFILE OF A CORE CLASS

The average core class consists of about one-half Indian, one-fourth Caucasian, and one-fourth Negro. Of course, individual classes vary. In fact, this semester, the class consists of one-third Negro, one-third Caucasian, and one-third Indian.

The California Mathematics Achievement Test for grades nine through fourteen are used to evaluate the student's progress in the mathematics portion of the course, The test is given at the beginning of the course and at the end of the semester. The student is shown the graph of his mathematics achievement, both at the beginning and the end of the course. From these two graphs, he can see the amount of progress he has made in the course.

Two graphs are included with this report for illustration. Each of these gives the average pre-course and post-course placement for an entire class. Notice that there is at least a one and one-half year improvement in the average grade level for each of these classes, and indeed this has been true for every class to date except one.

My Right To Read

By BERNICE TOMLINSON

The setting for this program is a very modern lab - more attractive than any other on the campus. The walls are paneled; the floors, gold-carpeted. The tables are new and unscarred, and the chairs gay-colored, mod in style - an exciting place in which to study and to exercise one's mental muscles. Into this room, Barnett Hall, Room B3, they filed that day early in September, 1970 - Indians, Blacks, Caucasians, occasionally a Mexican - from 10 to 23 of them each period of the day for a class in Reading Improvement.

They had not chosen the class. Rather they had been chosen for the class. Each had American College Test scores that were low, and this was an indication that each had a reading problem.

The group viewed the class and the teacher that first day with mixed emotions. All of them were first-year college students, some of them the first in their family to attend college. How proud they felt! For some, even finding themselves required to take a "reading improvement" course did not dull their excitement over this new phase of their life. Others were cocky. After all isn't admission to college proof that one is "making it" in a success story sort of way.

One handsome young man punctuated his bold spirit with, "I don't know why they put me in this class. Books don't give me no trouble."

There were a few who were painfully shy, fearful no doubt that this new year would bring another failure. Then there were those who were obviously hungry for a chance to learn - and to learn how to learn.

With these groups two teachers cast their

lot and wholeheartedly committed their time, experience, and wisdom, their ingenuity and deep concern to meeting the needs of these young people who needed so desperately to develop effective reading skills - a prerequisite for learning.

* * *

To be educated has come to mean many things in this day, but certainly for every individual it must still encompass the ability to read effectively, and equally essential, the desire to read. Reading is the key to all areas of learning. Anything so basic to communication, so essential to one's success as a citizen and as a student, so vital for a positive self-image must be developed to the fullest extent of one's capability.

The ACT scores of Bacone students, supported by their scores on the California Achievement Tests, given in September 1970, indicate that a significant percentage of incoming freshmen are severely handicapped by the inability to read. To help Bacone students achieve "the right to read," their educational birthright, Bacone has structured a reading program that aims toward effective reading skills for each student. In September 1970, Bacone moved into the second year of this reading program. This year the program has embraced the needs of those students with significant deficiencies in reading and consequently deficiencies in other learning areas. Ultimately - next year it is hoped - the reading program will become completely individualized and encompass the reading and study needs of all Baconians.

COMPOSITION OF BACONE

Bacone College, originally founded to educate only Indian boys and girls, now services the educational needs of Caucasians, Blacks, and a few Mexicans, as well as Indians. This year forty-six per cent of the students are Caucasian, twelve per cent Black, and forty-one per cent Indian. The Indians represent 46 tribes. Many of the Indian students are bilingual, and this is a rugged obstacle to hurdle when being educated in English-speaking schools. Furthermore, the increasing pressure on colleges to open their doors to students from all socioeconomic backgrounds has placed in Bacone classes, as in other college classrooms over the nation, students not adequately prepared to do college work. Not only is there a lack of basic skills but the socioeconomic level of these young people has given them a cultural heritage different from that of their peers. This cultural distinctiveness, whether Black, Indian, Mexican or Caucasian, too often has given this group an environment not supportive of education. And even though these students made it through high school, indicating that they had learned to adapt - to get along, to behave, to survive, this process has not necessarily fitted them for college.

READING PROGRAM - STRUCTURED

From these diverse categories freshmen who achieved a composite of thirteen or less on the American College Tests were channeled into the reading program. Three classes were set up for those students ranking ten or below on the ACT; three, for those scoring from eleven through thirteen. The former group, Level I, met hour long sessions five days a week; Level II met one hour a day for four days a week. There were eighty - three in the reading program the first semester.

These young people, proud of being in college and eager to succeed although probably no two of them think of success in the same sense, had one thing in common: all needed desperately to learn to read. All needed to experience success. Thus far, however, for them education had been a failure. For them, the door to the whole world of knowledge and the joy and the inspiration to be found on the printed page had never opened. Also, for them, luckily, Bacone's reading

program was structured:
(1) to help them achieve for themselves the reading skill necessary to succeed in their classwork and in life, (2) to help them become aware of their strengths and their weaknesses and to learn how to build a weakness into something workable, perhaps into a strength, and (3) to help them become confident and proud of themselves and able and eager to become a contributing member of American society.

READING - A "DOING" PROCESS

The statement, " . . . help them (the students), achieve for themselves reading skill . . .," was correctly stated. Learning in the Reading Laboratory is a doing process. The students themselves must become actively involved. Reading is one of the few human behaviors that cannot be learned through imitation of others performing the act. As Dr. D. D. Ray, Director of the Reading Center at Oklahoma State University, explains it, the receptive nature of the reading process precludes imitation of others performing the act. In the Bacone Laboratory the teacher directs the reading program and guides and encourages the student, step by step, in class and if necessary extra hours, into study and drill that he needs to build and strengthen his skill in reading. The teacher's role is that of a catalytic agent: he motivates, stimulates, and at times cajols the student to work actively himself at learning to read. Under the teacher's guidance the student teaches himself and learns from his own teaching.

STUDENT'S RESPONSIBILITY

A very important part of the student's training is teaching him to be responsible for his own learning. For example, for reading fluency, as for any real progress in developing skill in reading, a student should view no less than five films on the Controlled Reader each week. That cannot be accomplished in a single hour daily so the student must develop the self discipline to schedule himself to come to the lab week by week at time.
times he makes for study, pushing himself until the task is accomplished. Nor is there time in the hour period for a student to develop his vocabulary adequately. Here again he needs to discipline himself to do this study on his own, as well as to reinforce any other learning that he has achieved. And generally he will need help in developing this self-discipline.

One day as I was urging a young Indian student to make herself a schedule and to follow it, a shy smile crossed her face and she said, "You don't know about Indian time? "

Curious, I asked, "What is Indian time?"

Again that shy smile crossed her face as she answered, "Any time."

We have had a good understanding, she and I, from that moment on. But we work at not following Indian time in the Reading Laboratory.

RAPPORT FOR LEARNING

That is only one area where the disadvantaged student and the teacher work at understanding each other. Another, those times the teacher attempts to help the student bridge the gap between where the student is and where his better prepared classmates are and to narrow the gap between what the student is and what he wants to be. In the Laboratory we have a policy of relaxing the rules, even changing them at times, when applying them to the disadvantaged student. More often, however, we encourage the student to reach for the standard. Then we extend the time for him to get there. Relaxations of this nature seem to lessen the panic level that arises among the underprivileged the minute he competes with his better prepared peers and finds himself inadequate. More often than not relaxation of this kind enables the student to realize that he can achieve what he sets out to do if he is willing to keep working at it. And the satisfaction he gains from this achievement certainly improves that image he has of himself. Obvious-

ly we tend to shy away from lowering standards since such practice tends to suggest to the student that he is not only unprepared but incapable.

Our remedial assistance, then, has a "helping" orientation - no hard, fast rules but an "over there is the goal we are trying to reach" and we see that it is within reach. In other words, the philosophy of the Bacone Reading Laboratory is to strike a middle-of-the-road approach: provide structure for the student who is unable to move ahead on a self-directed basis, but offer freedom and flexibility to capitalize on individual initiative and motivation where it exists. A student's desire to learn makes reading possible.

NEW APPROACHES

The philosophy of the department is to use newer approaches for teaching these students.

- Reading techniques from which these young people have apparently learned little or nothing simply recall that sense of frustration they gained earlier rather than motivate. The determiner for the order of teaching skills is relevancy - relevancy from the student's standpoint. The student must recognize immediately that the skill being presented will help him now. Skills that the young people find extremely relevant are word attack, how to get meaning from words in context, reading for the main idea, developing skill in the retention of ideas, building a vocabulary sufficient to express one's ideas. The student's need for vocabulary enrichment was an area presented in this manner the first semester. Though the students grumbled occasionally when the work they needed to do inconvenienced, they did it. They worked hard on it, and when they were given a study choice, many chose to work at building their vocabulary. Some have become remarkably word conscious. One young Indian girl on the work program worked for one of the teachers several days a week. After each work period, she came to me with a list of three or four words that she had run across at work that puzzled her. As she expressed it "I don't know how they mean. I can't understand." (She is a bilingual)

The Laboratory strives to have a clearly developed concept of service to the student. The underprivileged student needs relief from academic difficulties, help with personal and emotional problems, attention, expressed concern for him, and affection. Each student needs to know that we want him to learn to read and that we want to help him achieve that goal. I repeat: a student's desire to learn makes learning possible.

And finally, it is the philosophy of the reading staff that there must be books in every room of the Laboratory. There must be books no farther than an elbow's length away that are good to the student, books that these students want to read and can read. There must be magazines lying around and newspapers. If he can and he will read from these books that he finds on every hand, this student may yet be brought to compromise with a verbal world he cannot avoid. And who knows with such exposure to reading that is good to them, how many might come to think as the young Black who moved away from the book rack, a paperback in his hand, with the comment, "Like reading, man. You know - it ain't so bad."

DIAGNOSIS OF NEEDS

Good diagnostic testing is the foundation of the reading program. Defining each student's problems is the key to an effective individualized program. A student's scores on standardized tests give the instructor as well as the student the direction required to make an individualized program of laboratory work. Before starting the course last fall, each student was given a battery of tests: the Gates-MacGinitie Reading Test, the Wide Range Vocabulary Test, and a test to determine the student's reading rate. Scores on the California Achievement Test, given to all freshmen, were also available. A psychological test, the Open-Ended Sentence Test, designed by the Reading Center at Oklahoma

State University was also administered. This test revealed the personal feelings of the students participating in the program and was filed in the student's folder for reference. As the program develops, students are also tested for level placement in specific study areas: Reading for the Main Idea, Critical Thinking, Study Skills, Word Clue Study, Listening, et cetera. Post-tests are given at the end of each semester.

Pre-testing in September 1970, revealed the median score in comprehension to be 8.8. Fifty-three per cent of the students were ninth grade or below in comprehension; thirty-four per cent, below seventh grade level. In vocabulary the median was 8.0. Seventy-five per cent ranked ninth grade or below; thirty per cent, sixth grade or below.

Low as these reading scores were, they are consistent with those of U. S. mass education as a whole. According to statistical information released by U. S. Commissioner of Education, James E. Allen, Jr., of the U. S. Office of Education, one out of every four students in the United States has significant deficiences in reading. In large city school systems, up to half the students read below expectation. There are more than three million adult illiterates in the United States. About half of the unemployed young people are functionally illiterate.

THE FOCUS: MEETING NEEDS

The instructional program for the Bacone Reading Laboratory reflects goals and plans for meeting the needs of each student . In struction makes use of multi-level materials, of a variety of exercises and other means of reinforcement, of language activities commensurate with the abilities and interests, of activities designed to give practice in specific skills needed by the individual, and of hardware especially adapted for reinforcing learning. Testing prior to the start of the instruction made it possible to determine the needs and starting level of each student in each learning or skill areas. The student's reading comprehension level is the factor used in determining the content on which he should begin his training. Students are assigned to work on material two grade levels lower than they tested. The multi-level nature of the techniques employed allows each student to start on the level at which he can achieve success and from which he can progress confidently at his own learning and working rate. The multi-media approach provides efficient and effective medium for the presentation of each skill or concept. Instrument techniques provide instruction in perceptual and visual-functional skills, word recognition and fluency because of the precision and control they afford.

MATERIALS - SELF-INSTRUCTRAL

The majority of the techniques and materials used by the student are self-instructional and self-correcting. The students are taught to be responsible for their own records. Each keeps a record of his work in each area. Even his answer sheets are systematic records. By studying the records the teacher recognizes special reading needs. A student who consistently misses the main idea or an inference question indicates a need for special help in these areas, and is given assignments to strengthen that specific need. The teacher checks the folders weekly. The ideal is a daily check.

THE LAB - MACHINE-ORIENTED

The Bacone Reading Laboratory is machine-oriented. There are controlled readers, IBM executaries, a tachhistoscope, cassette players with a library of cassettes having "know-how" skills for effective reading and the understanding of literature, and an Aud-X machine, the new audio-visual teaching device with sight-sound synchronization. Machines do not teach, it is true, but machines intrigue and motivate. After a skill has been taught or

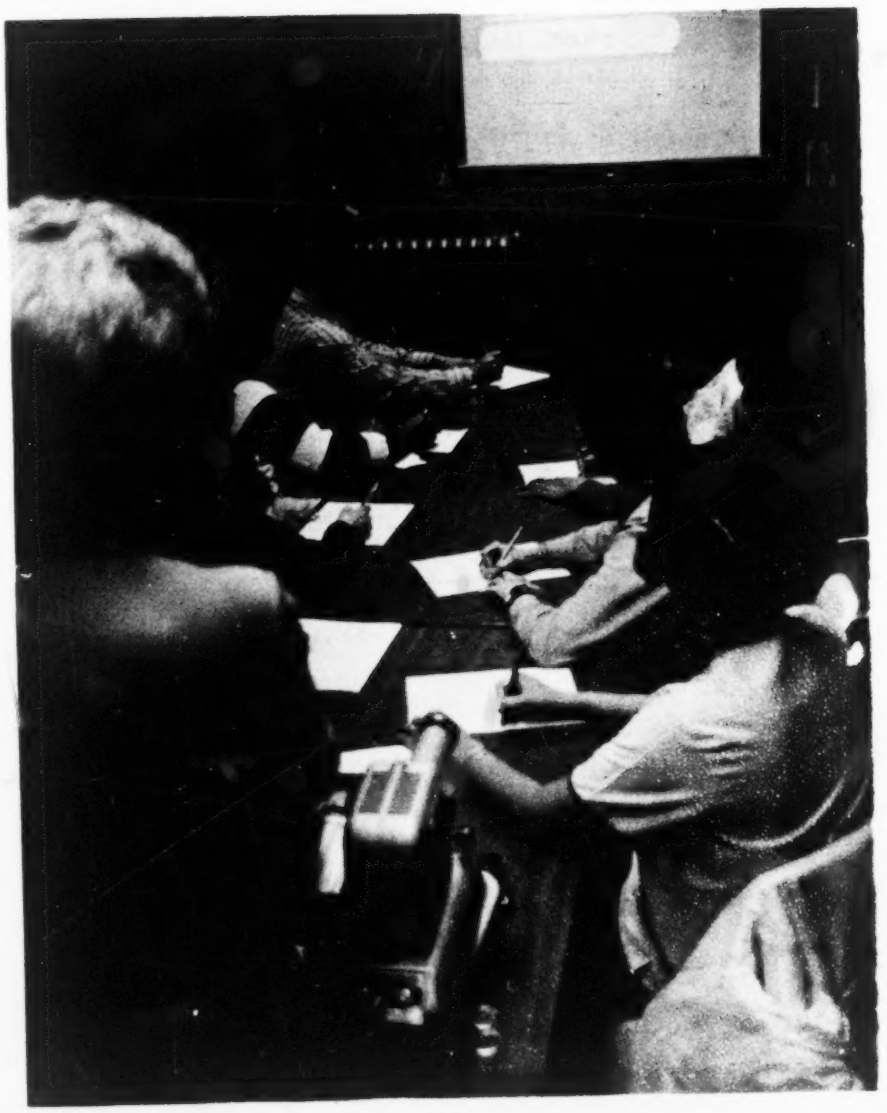
a concept has been developed, working on a machine can be reinforcing. And young people who have reached college age without acquiring skill in reading need a new approach if they are to be "caught up" into the miracle of the printed page.

THE INDISPENSIBLE MACHINE

The indispensible machine for the laboratory is the tachistoscope. A tachistoscopic machine produces high-speed exposures that require students to alert themselves, focus their attention, and maintain a high level of concentration. By gradually increasing the speed of the flash and the amount of material to be perceived, the spans of perception and recognition are broadened. This technique drives vision impulses to lower reflex levels where, as learning takes place, the interval necessary between reception and interpretation is reduced to practically nothing. Consequently the students develop habits of a more active and aggressive seeing. Too, because tachistoscopic training stresses the need to look at and remember material in its proper special relationship - left-to-right order when more than one element is presented - and because the usual response is to write what was seen, students develop a high degree of accuracy and orderliness in their seeing. Over a period of time such training will reduce the number of regressions a student makes when he is reading. He will also find it possible to remember more easily the particular letter sequence that occurs in each word.

TACHISTOSCOPE : TEACHER — DIRECTED

Tachistoscopic training is teacher-directed. This training is scheduled for 10 to 15 minutes daily at the beginning of the laboratory period. It is continued until all students can see six numbers at 1/100 of a second with 100 per cent accuracy. It is an excellent "warm-up" for the group for it requires



alertness and attention. Students may supplement the teacher-directed tachistoscopic training with practice on the Flash X, a hand-held tachistoscope.

APPROACH - SIGHT AND SOUND

The Aud-X, which is used to give a review on word attack, has universal appeal. The Aud-X is an audiovisual teaching device with sight-sound sychronization. An Aud-X lesson consisting of a filmstrip and a cassette recording, guides the student through a programmed learning experience in which he learns to recognize and utilize phonic and structural elements. Accompanying each lesson are workbook exercises that provide the student many opportunities to unlock new words, by applying the skills presented. The

presentation is elementary but very informative and the students accept it.

The Aud-X, ready for use only at the beginning of the second semester, was purchased because we were simply not meeting the needs of those students with the greatest reading deficiencies. Even so, because the material for the Aud-X is couched in such elementary language, we feared that the students needing to use it most would be embarrassed to be seen working at the machine. The exact opposite was true. The lessons on unlocking word meaning made good sense to the students. They found the material relevant and moreover they found it understandable. Here they had two avenues for learning - sight and sound.

The bilingual student has found the Aud-X invaluable. He can hear these confusing Engisl. words as he reads them. And oh, the difference to him!

Almost every student in the Laboratory uses the Aud-X. Some go through the lessons quickly to give themselves a brief review on the technique of word attack. Others take each lesson methodically, coming to grips for the first time - some of them, with the way to pronounce an unfamiliar word.

"No teacher ever taught me that," has been frequent comment. "I don't ever remember having that," was perhaps the truer response heard.

STUDENT COMMENT

The real payoff came the day a lovely blonde came to my office with a list of twenty or more words that she had taken from the daily paper the evening before.

"Will you see if I am pronouncing these right?" she asked, as she showed me her list with all the words marked as she had learned from the Aud-X.

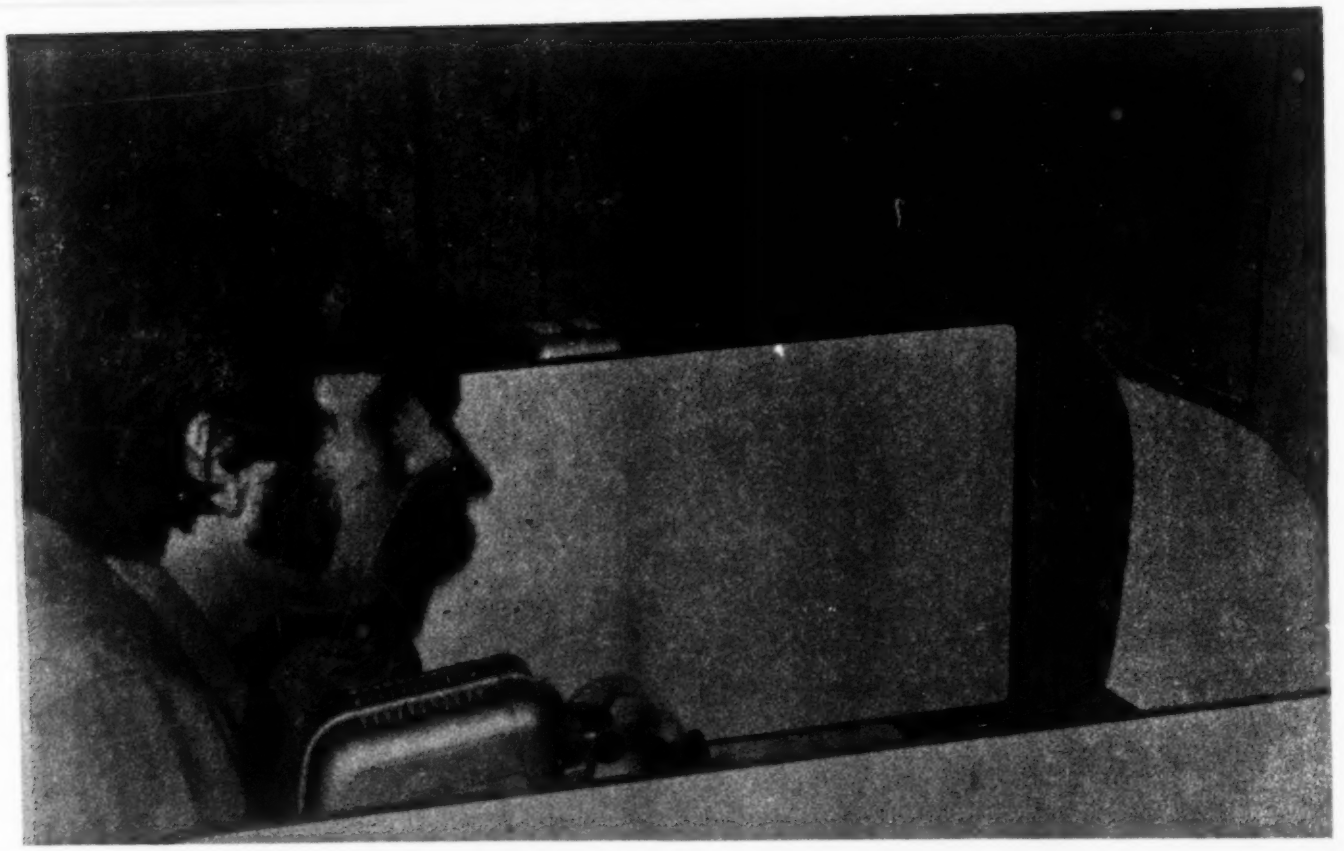
When I exclaimed over the number, she said, "I could have put down twice as many." And then, beaming, she added, "You know, you were right. I had heard some of these words before. I just didn't know them when I couldn't pronounce them."

AUD-X - FOR STUDYING TO LEARN

A valuable fringe benefit of the Aud-X is the opportunity that it presents to teach the student how to study to learn. The attention of the student is called to the caption for each chapter as it is flashed onto the screen. "Consonant Digraphs - Ch, Sh, Th," for example. Students are reminded that this is the subject of the chapter. They must make sure that they learn the meaning of the caption and learn what the digraphs are. Each lesson reveals a technique to aid in attacking new words. The speaker gives this device and suggests ways of using it with unfamiliar words. Students are alerted to listen for this device and to note how it is to be used. Following the lesson, students are given time to apply the new point learned on words unfamiliar to them.

The Bacone Reading Laboratory boasts of both a Controlled Reader and a number of Controlled Reader Jr's. Both instruments are used to project stories on a screen in a left-to-right fashion at a speed that is controlled by the student at rates ranging from 60 to 1000 words per minute. The Controlled Reader is used for group training under teacher direction. The Controlled Reader Jr. is used for the majority of the fluency training in reading laboratory situations. Each student works with a Controlled Reader Jr. in a Learning station.

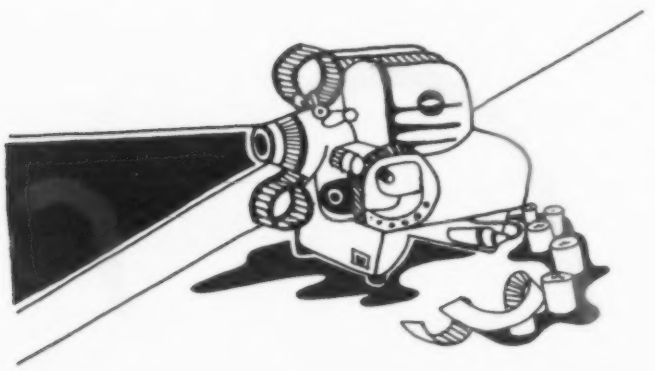
During Controlled Reader training a moving slot travels across the screen from left to right, covering and uncovering reading material as it goes. The result is improved reading performance because of its effect on the functional and interpretative skills of reading. The Student becomes more comfortable in his reading as he improves in his visual coordination and ocular motility. He becomes more thorough and systematic as he develops better left-to-right directional attack. Because



there is not the possibility of rereading, he learns to concentrate, to retain what he reads, and to organize his thoughts. As he learns to think and to associate more rapidly, he develops the fluency that makes reading more enjoyable and certainly more rewarding.

The Controlled Reading filmstrip library contains tests of programmed filmstrips for reading levels ranging from four through fourteen. To provide for vocabulary growth a group of words is introduced with each selection. Story lengths provide five minutes of reading time. Filmstrip for levels 4-6 are printed with an average of five words per line. Filmstrips for levels 7-12 are printed with an average of six words per line and those for levels 13-14 have an average of seven words per line.

There are also programmed sets of story film made especially for the under-achieving secondary student and the undereducated adults. These sets of story film have an adult story interest but a 4 through 6 reading level. Vocabulary for these films were controlled by use of a special adult-oriented word list. Story length provide five minutes of reading time and films are printed with an average of five words per line.



CLASS - ONE HOUR DAILY

Students are scheduled one hour daily for reading improvement. The beginning ten to fifteen minutes of each period is spent on tachistoscopic drills and motility training.

Class periods are used for teacher instruction. Students must be oriented to the program and to the use of the various pieces of hardware: the Controlled Reader, the Aud-X, the IBM executaries, the Tachamatic-500, and the Tach-X. Each reading skill needed must be carefully explained to the class and the class clued in on the teaching device used to strengthen that skill: skill in comprehension and the way to use the SRA Reading for Understanding; Reading for the Main Idea and the way to differentiate the main idea from the too general, the too specific, or the irrelevant; reading fluency and the way to use the Controlled Reader, Jr. to gain it.

It is best to introduce laboratory materials to the student in the classroom situation.

Each student is then allowed to work individually with the materials at his own rate and level. Skill studies are also introduced and practiced in a classroom situation. Then a student who needs more proficiency in a particular skill practices by himself until both he and his instructor are satisfied with his progress.

LEARNING BY SIGHT AND SOUND

The Aud-X machine, which reviews the techniques of word attack by sight and sound, takes detailed explaining. Students have to learn to use the machine independently of the teacher, and the fact that it produces sight and sound that must be synchronized makes using the machine a little more complex. The Aud-X also provided an excellent median for teaching students genuine study skills: What is to be taught in this lesson?What is the meaning of the title of the lesson, for example, in Chapter 2, What are Consonant Digraphs?What examples are given to illustrate the term? What rule for word attack is given in this lesson? How does the speaker tell us to apply the specific point he gives for making unfamiliar words familiar? What exceptions to the rule does he give?Can you find words in your daily reading to which you can apply this rule and by knowing the rule learn the word?

The technique of listening and thinking and the hardware involved requires specific instruction but the time expended results in great dividends for the student. Students in need of reading improvement can receive and comprehend information far more effectively by listening than they can through reading. Too, the use of the listening medium has built-in appeal. Most of our students are more highly motivated by a recorded approach than by printed material. Their interest is kept at a peak because they are actively involved throughout listening. Listening affords the poorer readers a much better chance for success than merely reading. After a while the improved attitudes from continued success will influence the student's entire performance.

The technique of developing study skills is a vital orientation. It is obvious that orienting for the various reading skills does not allow time for much reinforcing during the hour. Students are urged to supplement this hour each day with an hour in the lab to work on any or all of the devices he needs to strengthen his ability to read.

TESTING OF STUDENTS

One day a week, usually the last class day, the students are tested. They take a McCall Crabbs Comprehension Test, a speed test, a test over a specific set of Word Clues, or a short test on pronouncing unfamiliar words or perhaps a test to check ability to find the main idea. The test on pronouncing words is occasionally verbal, over the IBM Executary. Again it may be written and the student is asked to break the word into syllables and to mark the vowels to be sounded and those to be left silent. In each instance the student records his progress.

MATERIALS FOR READING

Drill on the Tachistoscope

Tach X, Set 40 - to help form accurate seeing habits
Tach X, Set DEF to develop perceptual accuracy and visual memory
Tach X, Set V-789
(Correlates with Word Clues G,H,I)
Tach X, Set V-1011
(Correlates with Word Clues J&K)

Flash-X - Hand Tachistoscope

Set X3 - Develops perceptual accuracy
EDL Set 9 - Improves seeing habits
Flash X - Sets X27 - X33 - Vocabulary
Word Clues

Drill for Comprehension

McCall Crabbs Standard Test Lessons in

Reading for Comprehension Drill
Books B
Books C
Books D
Books E
(A subsidiary of Howard A Sims & Co.)
EDL Comprehension Power Films
SRA Reading for Understanding

Drill for Development of Reading Fluency
EDL (Educational Development Lab)
Filmstrips for the Development of Reading fluency
DA-Fourth level
EA-Fifth level
FA-Sixth level
GH-Seventh and Eighth
IJ-Ninth and Tenth
KL-Eleventh and twelfth
MN-Thirteenth and fourteenth

Drill on Learning to Think
SRA Reading for Understanding
(Individualized)(grades 5 through college)

Reading for the Main Idea - Alton L. Ragor
Text for Study
Breaking the Reading Barrier
Doris Wilcox Gilbert - Prentice-Hall, Inc., 1969
Reading for the Main Idea - Alton L. Ragor - McGraw-Hill Book Co.

Drill for Vocabulary Development
EDL Word Clues for Unlocking word meanings for reading (Levels 7-13)
Book G (Reading level 7)
Book H (Reading level 8)
Book I (Reading level 9)
Book J (Reading level 10)
Book K (Reading level 11)
Book L (Reading level 12)
Book M (Reading level 13)
Words are presented in contextual settings

Drill for Developing Listening, Reading, and Study Skills
EDL Listen and Read Cassettes
D-Teachers fourth level listening and reading skills
Listen - DA - To develop listening comprehension skills
Listen and Read - EA - Develops reading skills and listening skills
Listen and Read GHI - Album 1 for reading levels 7,8,9.
Listen and Read GHI Album 2 - Reading level 8,9.
Listen and Read Set JKL - Reading levels 10, 11, 12.
Listen and Read Set MN - College Level

Drill for Skill in Word Attack
Aud - X Mark 2 - Set DEFA
Word Attack Review

Phonics We Use
Book F (1956)
Book G (1966)
Lyons & Carnahan

Word Attack: A way to Better Reading
Clyde Roberts - Harcourt, Brace & World, (1956)

THE LISTENING CENTER

An unpretentious Listening Center is perhaps the most exciting area of the Reading Laboratory, at least for the teachers, for as a student moves to the Listening Center for help it is an indication that he is approaching self-dependence in learning. The Listening Center is a table, equipped with cassette record players, headphones, a jackbox, and a library of cassettes that offer specific skills for effective reading and the understanding of literature.

The Listening Center is a supplemental learning area. Here the student reinforces the reading skills he has achieved and receives systematic and sequential instruction in listening comprehension and the thinking skills that underlie effective listening. The

lessons, all on cassettes, help the student listen with greater attention and retention. They can coach him on the approaches needed in reading and evaluating various forms and styles of literature. They can guide him toward more effective work and study habits. They can cue him in on the ways to unlock the world of thought.

A student can turn to the Listening Center to supplement learning background just as he turns to the library for reading material for specific class assignments. For example, suppose the English teacher asks the class to read a particular essay and to discuss the viewpoint. A student who still feels confused by the assignment even after the teacher's explanation, and this is nothing unusual, can turn to the Listening Center to give himself background for the assignment by listening to a cassette explanation such as "Finding Viewpoints in Essays." To this group the cassettes are a boon. For all students the use of cassettes is a giant step toward becoming an independent learner.

EVALUATION

With the basic philosophy of the Reading Program. "Begin where the student can succeed and build from there," grading can and must be flexible. The basic objective of the course is reading efficiency. An effort has been made to set up realistic performance standards and to use instructional procedures that will enable the majority of the students to attain these standards. These standards are defined so that the student understands what it is he should be able to do when he has completed the course, even each unit of it.

On regular vocabulary tests the grade is the number of rights and the number wrong. As the students work to learn, the instructor goes from student to student, calling attention to individual errors and explaining the reason. When an error appears to be a class problem, the entire class is briefed. No grade is given.

At the end of each unit of study, for example, reading for the main idea or a study of vowel sounds, a brief diagnostic-progress test is given. The score the student makes on the diagnostic-progress test is used to determine whether the student has mastered the unit and what the student must still do if he is to master it. The papers bear no letter grades but are marked to indicate the degree of mastery.

The student who does not master the particular area of study is given specific instruction on what is yet to be done before it is felt that he has it mastered. Occasionally a student is willing to settle for much less than mastery. This fact complicates this policy of grading and at times makes positive correlation of performance and ego impossible.

Formative evaluation tests, however, usually motivate the student to put forth the necessary effort at the appropriate time. This grade indicates the student's level of performance. His eagerness to develop skill in reading, his effort, his industry, the record-keeping of his daily work, as well as his progress - all contribute to the final grade. Final grades and only final grades are letter grades.

SUMMARY

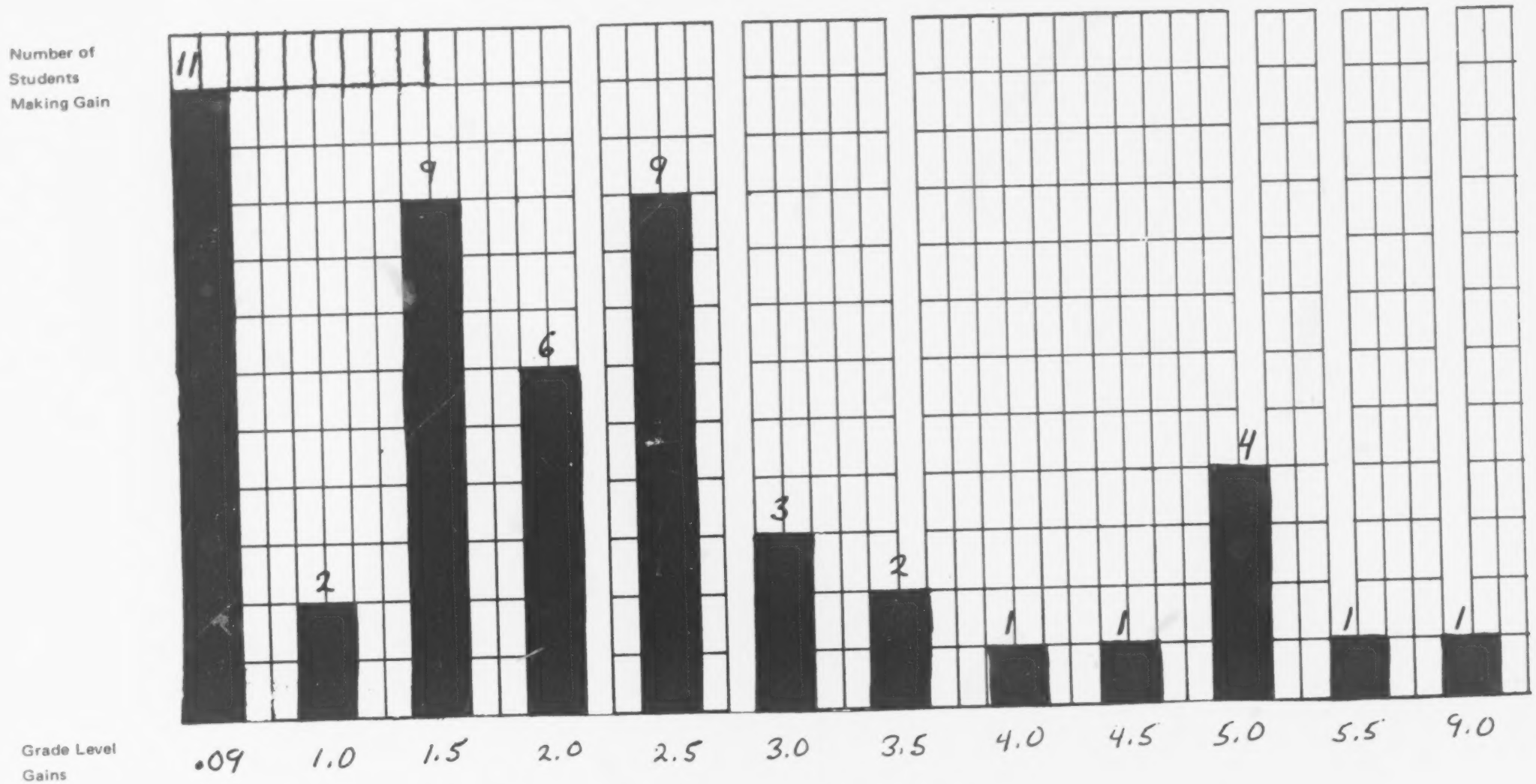
In summation, the primary objective of the Reading Program is to help the youth of Bacone College develop effective reading skills and those attitudes and habits that are a prerequisite for satisfaction and profit from a college education and life. This does not mean that there is only one way of arriving where these young people wish to arrive: success in what they are seeking, satisfaction in doing it. It does imply that there are certain basic habits and skills conducive to successful learning and that oftentimes one's

GRADE LEVEL GAINS IN VOCABULARY

of

STUDENTS OF BACONE READING LABORATORIES

September through December 1970



MEDIAN SCORE:

December	9.6
September	8.0

NOTE: There were twelve additional students whose grades were so high that the instrument was incapable of measuring them.

personal characteristics must become tempered to some degree in this direction to aid the learning process if the student is going to progress as he hopes.

The ability to read can give a young person what nothing else can: self-esteem, a desire to learn and to continue to learn, success. This is what he wants and what Bacone College wants for him.

It is the responsibility of the teachers of reading to help the student chart his course, to guide and challenge him, to provoke him to think, to teach him, to encourage him over rough spots, teaching him how to face and surmount them, to stimulate self-dependence, initiative, and to rejoice with him when he succeeds. It is the responsibility of the student who must run the course - his and his alone, to make it his business and concern to get the job done, to become actively involved in learning to read until this skill in reading and all that was involved in achieving it becomes his intrinsic asset for continual learning.

FUTURE GOALS

Verma has been making ninety in comprehension consistently now for the past week, and the jonquils in my backyard were showing color this morning. It is time to begin thinking of goals for next year's reading program.

We have not yet succeeded in wholly individualizing the Reading Program. It is imperative that we reach this goal, by next year if possible. Individualized instruction meets the student's very own needs. What reading skills does this student have? What skills does he need? At what level is he reading? His daily assignments must be influenced by that information. This much our program has achieved without difficulty.

To make assignments even more meaningful to the student, the teacher must take into consideration the student's learning style. Some learn better from cassettes or tapes than from a book. Some learn easier when they can both see and hear what they are to learn. To others, one book is more manageable than another. A few need a program structured for a slower pace. The teacher also needs to give each student her time to help him face his problems, to solve in one-to-one dialogue those problems that puzzle him and could defeat him. The teacher needs to be sure that the student experiences success in his very first reading efforts, and she needs to see that he continues to experience success but at increasingly more difficult levels. She needs to help him build that self-dependence he needs to move from where he is to his next step without loss of motion or time.

And while she is working with this student, every other student must be busily working at his own particular program for achieving reading effectiveness. No one teacher can wholly individualize the teaching of reading with classes of even 15 unless there is a teacher or student aide on hand to help the students and the teacher follow through on the assignments the teacher makes.

Secondly, the services of the Reading Laboratory should be extended to embrace all Bacone freshmen. There is a real need. Results of the California Achievement Tests, given to all freshmen in the fall of 1970, revealed that over three-fourths of the freshmen ranked in the two low quartiles in reading comprehension - below the fiftieth percentile. Only ten per cent ranked in the upper quartile; only eleven per cent, in the second.

Reading becomes increasingly complex as one advances his education. Of the students who did well in reading in grade school - and for many students all over the nation that is the last formal training in reading they have had, few managed to master the skills essential for understanding reading materials of high school and college

level, such as critical thinking, drawing inferences, making judgments, evaluating, drawing conclusions, and even comprehending the material and pinpointing the main idea.

I recommend that Reading Improvement be made a basic for every freshman. All students who are deficient in basic skills should be enrolled in Reading Improvement One, as is the current practice. If a student enrolled in this class attains a predetermined degree of skill in reading this first semester, he should be allowed to advance to the Reading Improvement Two class. Reading Improvement Two is for those needing to equip themselves for the more difficult reading of college. This course should also include a programmed study at the Listening Table. Here the student can not only reinforce the skills he has achieved but also build a self-dependence for learning.

For placement in the reading program all freshmen should be given a basic reading test before they are enrolled. For Reading Improvement Two a specific level of reading skill should be required for admission, and all students should know this level. There should also be an opportunity for those who think they no longer need the course in reading to take a Proficiency Test.

In addition, in the future I hope to see the Reading Laboratory expanded to a Self-Improvement Center, or perhaps a Learning Resource Center. to which Bacone students will be making a path to bring themselves educationally abreast the best. This Center will embrace not only training in reading skills but also the teacher leadership and programmed aids in all subject matter areas for aiding the student to become a self-dependent learner, capable of holding his rightful place with aplomb in modern society, where learning is a continual process throughout life. When that time comes, the student will have accepted full responsibility for his education, and Bacone College will have realized a major educational goal.

37

Personality Through Speech

By ALICE LOWE

Language and speech always have been an intregral part of civilization, and communication has been the primary means by which any civilization progresses. The four skills in volved in communication are reading, writing, listening, and speaking. Recognizing how closely interwoven these skills are, and the importance of them, the Developmental Program at Bacone College endeavors to further implement the student's present knowledge of communication.

As a student continues in his perpetual search for "Who Am I ? " he gropes in the almost "too bright reality" of a most frustrating and complex world, one in which he must learn to communicate effectively. He may be the student who sits on the back row and engages in senseless chatter just to get attention, or the student who sits quietly, never speaking, and appearing withdrawn. When students approach a subject for the first time and find that it is being presented in terms and concepts alien to their cultural experiences, they are likely to find the subject matter incoherent and are almost certain to find it irrelevant. Such is the case with some Bacone core students.

The problem at hand then is how does the teacher help these students who have come from many different environments and races; the disadvantaged youth who have been labeled underachievers; those who have never tasted anything but academic failure and have been called "stupid" and "uneducable." Does the teacher just write them off as a lost cause and forget them ?

Students who come from homes where English is not the dominant language have problems in achieving in college work. Although he is intelligent enough, he often has not had sufficient preparation to orient him to an educational system which will result in as high achievement levels as those students who remain in the English-oriented (monolingual) situation. Bacone core students enter the college with individual differences in experience, skills, attitudes which stem from differences in cultural or economic background. It has never been demonstrated that these differences constitute a permanent barrier to learning, and I believe that given the opportunity, the proper "tools," encouragement, and guidance, these students can learn and will be able to assume their rightful place in society as useful and productive citizens.

Each student brings his own unique personality to the classroom. To be effective teachers, we must recognize the student's individual abilities and limitations. Bacone's student body is multiracial. Many students have been socially and educationally deprived, and have not had the opportunity to be exposed to a type of language, "Standard English," which teachers tend to take for granted. Teachers must recognize that disadvantaged students use English in ways which differ from stand-

ard English in both syntax and grammatical structure. Any attempt to identify the types and nature of the student's disabilities in language must be based upon research dealing with his particular language patterns.

Socially disadvantaged students do tend to be deficient in many verbal skills. This includes both words and their connotations, as well as the so-called "acceptable sounds" for the utterance of words. We must also recognize that the problem lies in the "standard English listener's" capabilities for decoding a social dialect different from his own. The "noise" may reside as much in the ear of the listener as on the tongue of the sender. If advances are to be made, then both the speaker and the listener must by cognitive of the many difficulties.

Students from ethnic groups, such as the Indian and Afro-American, have very definite speaking patterns based upon their culture and environment. We are attemtping to educate people who not only speak a variety of dialects as well as languages, but also have different ways of looking at the world and at interpersonal relationships.

SPEECH, A SOCIAL ACT

Speech is, of course, a social act. It is a linquistic fact that we all speak a dialect, but is a social fact that some dialects have more prestige than others. Cognitive of these factors, the speech program enables the student to understand some of his difficulties and to provide him with the tools for correction and for social and academic success.

Speech has many facets and perhaps the indirect result may have the most lasting influence. I refer to the sharing of ideas, culture, traditions, experiences, values, and mores of Bacone core students, representatives of many races. This exchange of communication sometimes brings looks of amazement to the students' faces as they are exposed to insights into other people's lives and then react to them. They soon find that they have tended to live on "islands unto themselves," molded by their own environment, unaware of others and their ideas, building their own set of prejudices, and never really stopping to examine why.

Bacone core students' speeches cover all types of subjects, and they are encouraged to discuss their new perceptions. This helps to break down those many barriers of communication between races which have been prevalent for so long. This sharing provides enlighten - ment for all, thus opening the doors for better understanding of self and others, and promoting more harmonious interpersonal relationships.

The philosophy of the speech program in the Bacone core is not to produce public speakers of great renown, but to develop the character anf growth of the individual student, to ameliorate his self-confidence, and to discover that every man is a worthy person, possessing usable talents (true, some more advanced than others, but none the less just as important). Speech is a personality builder; it draws out the innate qualities that are hidden. All men are jewels of many different types, and some are polished while others are still in the rough. However, all are essential to our world, and it is our goal to help polish these human gems.

COURSE DESCRIPTION

The 1971-1972 Bacone catalog will carry the following course description for the developmental core speech courses:

103 A SPEECH: A basic course in the elements of speech for effective speaking in everyday interpersonal relationships. A companion developmental course for Reading 103 A, and Grammar and Composition on Reading 103 A.

103 B SPEECH: Continuation of 103 A Speech. First semester course for students beginning in Core, Level Two. Use of the dramatic vehicle for further expression of the individual self and his concepts. Exercises in listening, preparation and delivery of short speeches, practice in verbalization of ideas in situations from casual conversation to formal speech.

NEEDS AND OBJECTIVES

It was felt that the most critical needs of the students in the Bacone developmental core program were

1. Encouragement to orally express ideas and feelings in a manner to be clearly understood by all listeners.
2. Identification with the "majority" society and ability to function effectively in it.
3. Encouragement in establishing goals and aspiring to become what they can become within their own individual talents and abilities.
4.Establishment of a personal sense of worth.

In order that the above needs might be achieved, a list of objectives for the course were formulated.

OBJECTIVES

1. To aid the student in his development of skills in conversation, telephone techniques, oral reading, and public address.
2. To set correct standards of good speech as related to personal, cultural, and individual achievement in speaking performance.
3. To give the student understanding of and correct attitudes toward the speaking situation, to dimish tensions, and develop ease in the speaking environment.
4. To give the student insight into his own speech habits and the habits of others.
5. To aid the student in building self-confidence, poise, and a better personality.
6. To discover the vocal inadequacies of the student and redirect the functioning of his speech mechanism through a series of exercises and speaking performances.
7. To alert the student to poor listening habits and assist him in becoming an improved listener.
8. To practice thinking on his feet and expressing his ideas in a correct, clear, and logical manner.
9. To project audibly and be heard by his audience.
10. To acquaint the student with the value of critizing himself, as well as others constructively.
11. To develop the ability to cooperate and share his ideas, customs, and culture with others, thereby developing a great respect and appreciation for people of all races.
12. To stimulate creative and artistic achievement in speaking as far as the talent of the individual student will permit.

MATERIALS TAUGHT

Every attempt is made to establish a friendly, relaxed atmosphere, an element conducive to a good speaking situation. The students are given a questionnaire concerning their speaking background so an evaluation can be made of the needs of the class as a whole. It is recognized that each class has its own set of needs and one should be flexible in the program presented.

The following is a brief sketch of the type of material taught. The first assignment is a short self-introduction speech, which serves as an ice-breaker and helps the class to become acquainted with each other easily.

UNIT ONE is devoted to Everyday Usage of Speech in order that the student may at once recognize the value of speech and find it relevant to his present needs. The first section deals with correct telephone usage. A film made by Southwestern Bell Telephone Company, "A Manner of Speaking, " is shown and if possible a representative from the telephone company demonstrates to the class the correct usage and provides additional insight into the importance of good telephone manners.

Next the class is paired off and asked to demonstrate both the applicant and the employer in a job interview situation. The students enjoy gaining information about various jobs and techniques to use for favorable results when applying for a job. While playing the role of both employer and job applicant, they gain a better understanding of the problems of each.

The class is then divided into groups,given several current topics from which to make a selection. Then group discussions are con-

ducted and reports made. Students are encouraged to listen to another's point of view, as well as to take a definite stand individually and to express themselves tactfully.

The last assignment in this particular unit is the student's first graded assignment. He is asked to prepare a demonstration, using charts, illustrations, or small hand properties which enables him to either inform or persuade his audience to buy his product. This exercise provides the student with something "to handle" while speaking, thus easing the direction of his audience's attention on his object instead of himself, one step for overcoming stage fright. It also enables him to be expressive and creative in his selection of topic and method of presentation. This particular assignment has proven to be a favorite with the students.

UNIT TWO deals with Emotional Adjustment to the speaking situation, more commonly known as avoiding "stage fright." Both the physiological and psychological aspects of this problem are discussed. Exercises for relaxation are practiced. Slogans for positive attitudes are related and even "silly games " and use of pantomime may be employed. One must also be aware that some of the more reticent speakers display a learned nervous behavior in a speaking situation, and have been conditioned by previous bad experience.For these extreme cases, one must tread carefully and build their confidence little by little. The teacher may not demand too heavily from these students in the beginning. He may need to deal privately and give special attention if he is to have success with these students. All students are encouraged to make frequent use of the tape recorder and the I.B.M. executaries in practicing their speeches, another means for building self-confidence.

UNIT THREE introduces the student to the techniques of preparing for the speech. The student is reminded that good speech preparation includes: 1. analyzing his audience; 2. selecting an idea or subject; 3. determining the purpose; 4. gathering the material; 5. organizing the material; 6. selection of appropriate language; and 7. practicing delivery. These are further developed by an in-depth study of the following: 1. Speech Purpose: four general types of speeches, those that inform, persuade, entertain, and inspire, are covered;2. Subject and Sources; 3. Ideas and Development; 4. Organizing the Speech--Outlines; 5. Introductions, Conclusions, and Transitions

UNIT FOUR acquaints the student with a a brief glimpse of semantics and using language effectively. Emphasis is placed on the delivery of the speech and the following aspects are studied:

1. Using the Body effectively--gestures, posture, movement, and so forth.
2. Using the Voice effectively--voice and diction exercises, understanding the vocal mechanism and production of sounds.
3. Articulation and Pronunciation--Tongue twisters and other exercises.

UNIT FIVE enlightens the student as to the role of the Listener in the Communication Process. Listening tests are conducted and study is made of the bad habits of the average listener. Techniques are discussed for correction and improvement of listening habits. Extensive practice in listening exercises and note-taking is provided.

UNIT SIX deals with oral reading, and this particular unit is rather flexible for it is interwoven with units two and three to add variety to the speaking program, and also correlating the work he is doing in his English classes. The material covered includes poetry reading, both original (see the "Poetry in Me" section of this report) and by other authors, choral reading, and story-telling, preferably legends pertaining to the student's heritage.

Moreover, every effort is made to encourage the student to think deeply and creatively, to choose topics which are interesting to him and relate them in an expressive manner. He is advised to do research in subjects with

which he is unfamiliar, to widen his horizons at every opportunity, and then share the fruits of his labors in oral communication with others.

TEXTS AND HARDWARE

Speech and hearing screening tests were given at the beginning of the course to determine if the student had any physiological defects that would hamper him in his speech development. A consulting audiologist from the Muskogee Health Department conducted tests on seventy-four students and, of these, seven were later retested for a complete hearing evaluation. A more detailed testing program is planned for next year.

The textbook used for the course is The Effective Speaker, by Edward Strother and Alan W. Huckleberry.

Supplemental materials were taken from the following:

THE ART OF SPEAKING , William Dondin and Edward Mammen
THE SPEAKER AND HIS AUDIENCE, Andersen, Lewis and Murray.
ORAL INTERPRETATION, Charlotte Lee
PRACTICAL METHODS IN SPEECH, Harold Barrett
CORRECTION OF DEFECTIVE CONSONANT SOUNDS, Nemoy and Davis.
THE IMPROVEMENT OF VOICE AND DICTION, Jon Eisenson.
SPEAK UP ! Adams and Pollock.
SPEECH AS COMMUNICATION, David C. Phillips and Jack Hall Lamb.
A BASIC RHETORIC SPEECH-COMMUNICATION, Ray Nadeau.
MODERN SPEECH, Irwin and Rosenberger.

Records used, included:

BETTER SPEECH AND DICTION, Elaine Mikalson.
CHANGING REGIONAL SPEECH PATTERNS, Ruth I. Golden.
MEND YOUR SPEECH, Harry Fleetwood.
THE PSYCHOLOGY OF PERSUASION, Ralph Nichols.
LISTENING IS GOOD BUSINESS, Ralph Nichols.

Programmed tapes from the LISTEN AND READ SERIES, by McGraw-Hill Laboratories included:

EA-15 -- INTERPRETING POETRY
D-15 --APPRECIATING POETRY
LISTENING: A PROGRAMMED APPROACH, Ella A. Erway.

Film:

MANNER OF SPEAKING, Southwestern Bell Telephone Company.

The use of cassette tape recorders and IBM executaries have been an effective reinforcement to the speech lab concept. Success has been noted in the partial elimination of the language barrier for Bacone Core students who for the first time realized that their pronunciation was different when they listened to themselves speak. Time after time, they would ask, "Do I really sound like that ? "

Use of Instructional Television (ITV) has been exceptionally rewarding. This is a learning environment where students become actively involved in experiences that change behavior. Watching oneself on television is fascinating, revealing, sometimes shocking but usually very helpful. Speech classes present natural situations for videotape recording. Sight, sound, and motion are captured on tape for instant review. Each viewer can have a front-row seat for his own performance. The student observes himself in action and can evaluate himself objectively. Some of the specific outcomes are: 1. class continuity improved; 2. irritating and distracting mannerisms eliminated or improved; 3. visual contact improved; and 4. confidence gained.

EVALUATION

The students are graded primarily on their speaking performances, although written tests are given on the units to determine if the student has grasped the principles of the techniques involved. Comparison of tapes made of their speeches at the beginning and the end of the course are also analyzed. The students are given frequent opportunity to critique themselves, as well as their fellow classmates. At the end of the course, an evaluation sheet is filled out by the student and part of the student's progress is measured by his own report of improved speech and fluency, denoting areas where he feels he has made the greatest improvement.

"Watching oneself on television is fascinating."

"We can see into each other's culture."

"We have a front-row seat for our own performance."

SUMMARY

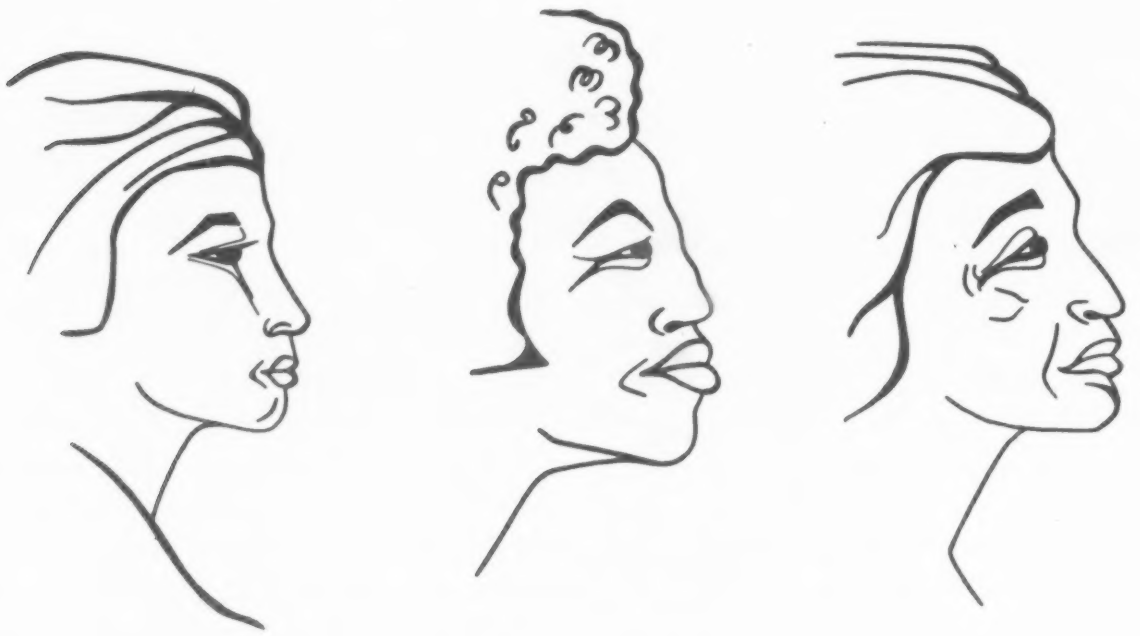
The development of language and oral communication is being given high priority at Bacone College not only because it is essential to high-level academic work, but also because it is related to social acceptance or rejection. Nonstandard and "socially unacceptable" English often is the basis for discrimination in school. It also has a direct bearing on employment and success even in the service occupations. It is our responsibility to overcome the educationally disadvantaged youth's deficiencies and disabilities, and then move him quickly into the educational mainstream where he can gain skills and knowledge needed in the highly technical work of tomorrow.

The educationally disadvantaged and bilingual youth must know the process of communication if he is to survive in the fabulous future awaiting him. Bacone core students must learn to communicate effectively through the many modes of communication. They

must be able to talk things out both as individuals and as groups. They must learn to interpret what they read, see and hear, then apply this information properly and rationally to themselves and others. They are encouraged often to think while speaking, to respond to others, to be careful about word connotation, not jumping to quick conclusions, and to temper their prejudices. If they learn these skills effectively, they will be prepared to produce in the future. To challenge them and prepare them is the purpose of the speech program. The students who open this door discover that oral communication bridges a gap that has existed in their lives.

Students, who have previously felt that speech was a dreaded ordeal, have discovered their fears were unfounded and have developed enough self-confidence to participate orally in many ways which they had not previously. Students who had met with years of frustration found new hope in the removal,, at least in part, of their speaking disability. Continuous oral success resulted from individual attention, practices, and the excellent rapport existing in a student-centered environment, for a close- teacher-student relationship is encouraged. Enthusiasm begets enthusiasm, and all Bacone personnel work very closely together in this developmental program--teachers, librarians, secretaries, administration, and other staff. Everyone working for one objective, the development of the individual student as far as his talents and abilities will permit.

It is not just desirable, but imperative that the individual in our society today be verbally literate. The school must provide models of speech communication across social class boundaries that reflect with equal care the attitudes of both communicators. We can improve communication by showing the learner how to send and receive messages of increasing complexity. We can aid the disadvantaged youth to work to his fullest potential in order that he might achieve a place of worth and dignity in American society.



I Compete With Myself

By EVELYN POSEY EPPERSON

A junior college that serves an Indian population, as well as the community that surrounds it, has a tremendous task, particularly since the junior college student body is composed of the educationally deprived, the economically deprived, and the socially deprived. At Bacone the East meets the West; the traditional culture of the Reservation Indian meets the Black ethnic culture group from the ghettos of the North; the student from the small rural high school meets the student from the large city high; and the Oklahoma Indian, who has always been torn between tradition and a white man's world, meets his own race who are indeed foreigners. Three races, three cultures, three ethnic groups — the only possible answer is individualized instruction.

But how ? Each student must be picked up where he is and be allowed to progress at his own rate. The reasons why this idea of individualized instruction is important are many. To begin with, the disadvantaged student lacks the basic skills to compete in a traditional classroom (he has been trying for the last twelve years without success) . This bring up another important reason: the need to change the educationally disadvantaged student's self-perception from a loser to a winner. To help him do this, the dead-end programs will have to be turned into a series of ladder courses that will permit the student to move along as rapidly as he can without penalty of the time barrier of the semester or of the traditional grading system. He will be measured behaviorally. This positive institutional attitude will let the student operate with a non-guilt feeling and help him to make a go of it. It will not foster attitudes of dissatisfaction, but will teach him to depend upon himself (something an educationally disadvantaged child has not learned). Added to this tremendous task is the fact that the Core Program at Bacone College admits students on the lower end of the ACT scores (few students are refused).

Our entire core program is focused on the theme, "Who Am I ?" It is so very important for these students to be able to answer this question. Before I give my students the course rationale for English Composition C 103 A (whose ladder courses are C103 B and C 113 B), I give them an essay to read entitled, "Who Am I ?" by Marya Mannes, a social critic who stresses the complications of the long, sometimes arduous, but necessary "journey into self. "

The written lesson following the discussion of this essay is a self-evaluation. To stimulate the students' thinking such questions as the following are asked:

What does your family mean to you ?

What have you obtained from your schooling thus far ?

What are your ideas about religion, social beliefs, political beliefs, moral beliefs ?

To reinforce this self-evaluation and to keep the theme, "Who Am I ?" alive,all the writings in C 103 A are centered around the theme. The students are given a picture to study and are asked to write down their ideas. The correction of these writings are done by cassette grading.

The course rationale will give the rest of the procedure followed in C 103 A.

COURSE RATIONALE

The student receives a copy of the following course rationale on the first day of class :

This is a course through which you may move, from start to finish, at your own pace. You will not be held back by other students or forced ahead until you are ready. You may meet all the course requirements in less than one semester, and begin immediately on the next course, C103B ; you may not complete the job within that time, but you will be allowed to continue your learning into the next semester.

The course of work will be divided into eight learning units. These units will come in definite order, and you must show your mastery of the material of each unit by passing a unit test before moving on. After the test has been evaluated, you will receive your next packet of assignments or be given instructions for further study.

These instructions will be given after considerable discussion of the errors made on the test. The graded test will be kept by the assistant administering the test. Lectures will be announced by title. Admission fee is specified in terms of course units passed.

You will know where you are and where you should be at all times, either from your own records of units completed and tests passed or from charts in my office. You will be working at your own pace, but you will have to complete all eight units and pass the final test before you will receive credit for the course. To insure complete mastery of each unit, there will be a restriction of only one test a week during the final three weeks of the semester.

There will be no goading or threatening of any sort at any

TRADITIONAL CLASSROOM

	FEB. 2, 1970	MAY 21, 1970	RAW SCORE INCREASE
1	88	96	8
2	69	90	21
3	65	65	0
4	64	72	8
5	62	81	13
6	60	90	30
7	60	65	5
8	59	56	-3
9	58	62	4
10	57	71	14
11	56	70	14
12	53	58	5
13	53	72	19
14	53	63	10
15	50	72	22
16	50	56	6
17	45	61	16
18	42	46	4
19	30	36	6
20	28	32	4

INDIVIDUALIZED STUDY

	SEPT. 11, 1970 RAW SCORE	PERCENTILE	DEC. 21, 1970 RAW	PERCENTILE	RAW SCORE INCREASE
1	109	40%	126	70%	47
2	103	30%	121	60%	18
3	90	10%	131	80%	41
4	81	5%	98	20%	17
5	98	20%	116	50%	18
6	98	20%	106	30%	8
7	79	5%	93	10%	14
8	87	10%	134	90%	47
9	101	20%	141	95%	40
10	80	5%	120	60%	40
11	114	50%	137	90%	23
12	98	20%	108	40%	10

AVERAGE CLASS INCREASE 27

time. If you want to pass the course, you know what to do. You will receive personal attention and consideration at every step along the way, but you must take each step yourself.

BEHAVIORAL OBJECTIVES

Teaching occurs when one purposefully brings about change in the learner which would not have occurred without the involvement of the teacher. There has to be a measurable goal and the burden of evaluation falls on the teacher.

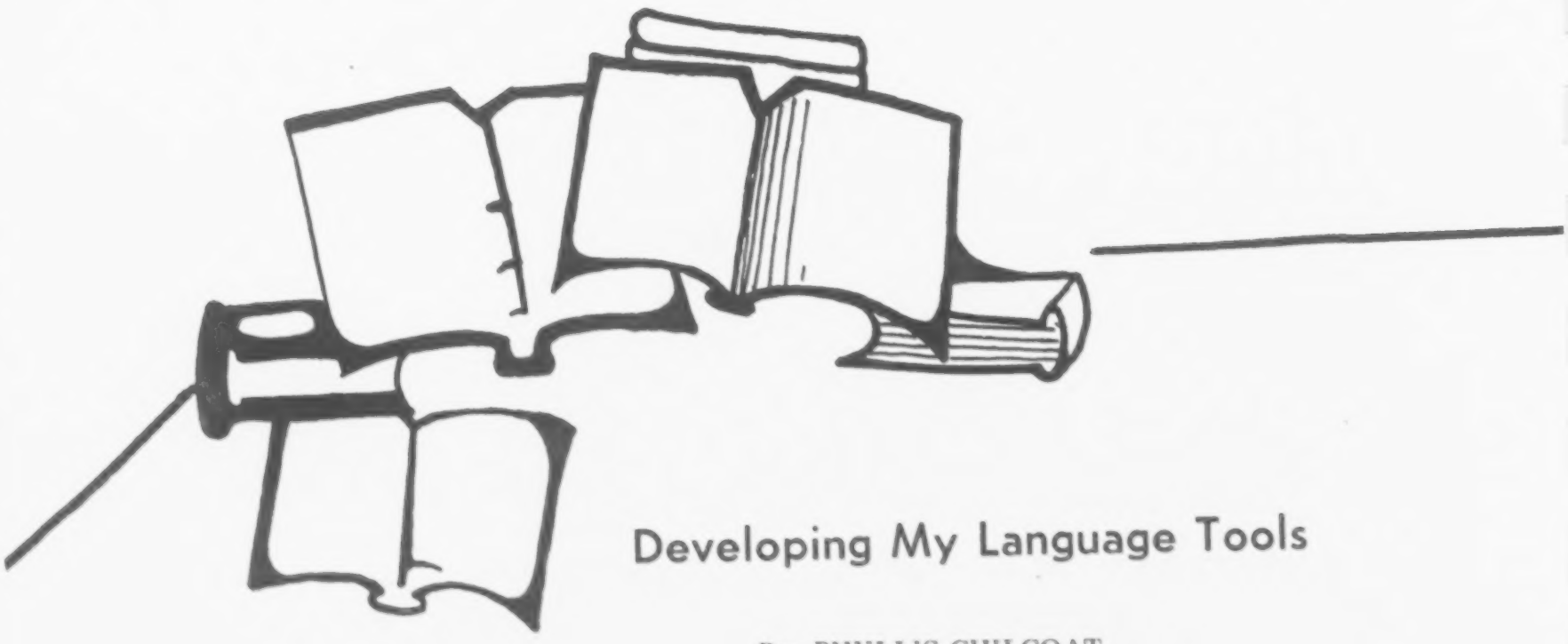
Predetermined standards assume three things: perfect teacher, perfect student, and perfect test. The bell curve plots each student. This evaluation does not tell what has been learned. It measures the teacher, not the learning; therefore, behavioral objectives that measure the students and the instruction seem to be the best measurement for individuali zed instruction. The following objectives were used to measure the students following the receding rationale:

INSTRUCTIONAL OBJECTIVES

1. The development of individualized learning procedures and materials should increase student achievement.
2. The unit system will provide for student-teacher selection of those segments in the curriculum that are most in need of emphasis.
3. When the learner completes the program of individualized instruction, he must be able to differentiate the grammatical terms that English instructors use in evaluating themes in the course that follows 103 A Grammar and Composition.
4. When the learner completes the program of individualized instruction, he must be able to write the English language in practical situations (job applications, friendly and business letters, and so forth).
5. When the learner completes the program of individualized instruction, he must be able to differentiate between conversational and and standard English.
6. When the learner completes the program of individualized instruction, he will be better able to solve the problems of the use of his time without someone pushing him continually.
7. When the learner completes the program of individualized instruction, he will be better able to solve the problems that arise in areas in which he lacks knowledge.
8. When the learner completes the program of individualized instruction, he will be able to construct a plan of research in the library.
9. When the learner completes the program of individualized instruction, he will be able to differentiate the main ideas from those of lesser importance.
10. When the learner completes the program of individualized instruction, he will be able to express his own creative ideas.
11. When the learner completes the program of individualized instruction, he will be better able to give a self-evaluation.

Individual students can view grammar and composition filmstrips as many times as they wish and are aided by Grammar and Composition Lab tutors who are on work-study program

47



Developing My Language Tools

By PHYLLIS CHILCOAT

PHILOSOPHY

The student who is enrolled in the development studies program often faces formidable barriers in acquiring even basic skills in utilizing the tools of the English language. Throughout his public school years, such a student has fallen short of attaining the standards considered acceptable for expressing himself in writing and interpreting the English language. Frequently, the student has developed a hard-core apathy or resentment toward reading, writing, and mastery of the fundamentals of English grammar. This presents the instructor with an immediate challenge in reaching the student.

It is necessary in a developmental curriculum to devote a considerable amount of time to recognition and effective usage of those elements of speech which are essential to coherent thinking and writing. The students must also be encouraged to learn to spell correctly, tiresome as such exercise may be to them. Inherent in the need for acceptable spelling is the need to learn to use the dictionary effectively.

The remedial student needs guidance in attaining basic understanding and skill in expressing himself rhetorically, and in comprehending and assimilating the ideas of other. He must learn to relate the reading that he does to the problems in society and to the problems he faces and will face as an individual.

METHODS, AREAS OF INTEREST

The student who is enrolled in the developmental studies program cannot learn to organize his thoughts and express them in writing unless he is required to do so frequently. I have found that these students have never written more than vague generalities in their attempts to fulfill writing assignments. They also are unable, in most cases, to use the language to express themselves coherently. I have spent considerable class time with these students in an effort to guide

them into an understanding of what they can do to make the language work for them.

CULTURAL INFLUENCES

Cultural influences are readily apparent in the writing of these students. The black student is usually more voluble, but is hampered somewhat by words in the black dialect for which he can find no equivalent in standard English. He also encounters particular difficulty in using verbs correctly, especially in the tense forms of those verbs which are conjugated regularly. I find that in most instances the regular verb is written only in the present tense, seldom in the past or perfect tenses of the verb (the -ed form).

The Indian student, on the other hand tends to be more taciturn. In speaking, he often expresses himself briefly. In writing, this is evident in that thoughts often are left unfinished and words or phrases essential to coherent thoughts are omitted. The Indian student, too, experiences problems in correct usage of verb tenses.

Although the white students also find syntax and correct usage troublesome, they seem to have more difficulty in use of the correct person or point of view.

I have used two books, The Curious Eye and The Perceptual Approach to College English, for reading assignments which serve as springboards for writing exercises. Both of these books contain selections which are timely and relevant to the problems which the college student faces daily. Most of the students are able to relate readily to at least one aspect of the topics and ideas presented in these readings. However, when asked to write down his thoughts and conclusions, a student frequently will protest that he doesn't know how to say what he thinks or that he is afraid that his interpretations will be incorrect. The implication seems to be that his thoughts will have no value; one of the instructor's most difficult tasks is to encourage the student to express himself creatively and to assure him that his thoughts will have value. It is encouraging to the instructor to receive, therefore, a composition which is beautiful in its sheer simplicity and freshness of expression. One such example came from an Indian girl writing about the typical college freshman, which she had been asked to describe. She described him as an optimistic and idealistic individual, who was, nevertheless, often confused. In her words:

> "For some, it requires hours upon hours of persistent study, even then it seems a hopeless battle against daydreaming and sleeping. They want to become involved in the college by joining clubs and social activities. Even though some reactions are good (sic), they haven't managed to balance their social life with their studies. It seems as though everything is going to fall into their laps if they stretch out and "catch it" between their dreams."

A short story from The Curious Eye relates the experience of an Indian girl and her older brother with a "stiginee" or witchman. This story sparked considerable interest in one student who said that the terms and customs related in the story came from the Creek tribe, of which he was a member. From his contributions, the class members (including the instructor) found that the story had greater meaning for them. He told the class that he had known of or heard of many instances where a "stiginee" had placed a curse on a family or individual. He admitted that he felt it was not for him to say that these beliefs were altogether wrong. Other Indian students commented that there were comparable beliefs in their tribes. All seemed pleased that customs from their Indian heritage and environment would be of value in class discussion.

Almost all of the students in the developmental classes that I am teaching realize the extent of their needs and are conscientious in carrying out their assignments. Some even request additional assignments in areas where they are experiencing particular difficulty.

49

Poetry in Me

On the painting, TWITTERING MACHINE, by Paul Klee

This is a picture of four crows tampering with a television antenna on a rooftop of a hotel apartment. It is about six o'clock in the evening in this city. The smog and low overcast seems to make the atmosphere thicker, and darkness will enclose earlier than usual. They are fascinated by this funny tree that they encountered on their way south to a warmer climate. As they sat resting, the first crow says, "Look, brothers, I found a vine." Second crow replys, "Vine, you're mistaken. This looks like the tail of those flying papers human children play with." Third crow says arrogantly, "Speaking of humans, you two sound like a couple of human females on their mid-morning coffee break." After regaining his balance, the fourth crow says, "Save your breaths, we have to start again. There is going to be some bad weather soon."

HELENA BARNEY

MY PAPOOSE

Little one, oh, how innocent!
--priceless among treasures,
The need for thee God knew--
A mother's soul with joy to fill.

Little one, oh, how innocent!
Small, tender, and cuddlely,
Thy cries, sweet as music.
Against my breast, I long to hold.

Little one, oh, how innocent!
To exist you asked not,
But to have you I prayed--
My own to protect and to cherish.
Little one, oh, how innocent!
A maiden's lullaby sweet,
God's gift to me fulfill,
My papoose, priceless of treasures.

KATHERINE HEADMAN

VISIT TO GRAVE OF AN INDIAN TEENAGER

A tear drop which fell from her brown face is left behind on the path
A swirl of dust is trailing the soft sound of moccasins.
A slow sway marks the movement of the fringes
of the colorful shawl wrapped about her shoulders.
A song is sung quietly to bid farewell
To a young man who saw no future hope.
Lost in a conflict of worlds, frustrated,
A self-released trigger marked his release.
A faint wimper of her cry slowly echos.
She pictures the smile he once had
And calls out his name. Then
She looks up sunward, strong and dignified, for
She knows
He is with
The Great Spirit. . . . . .

CLAIRE MANNING

50

On the painting, ACROSS THE TRACKS, by Robert Gwathney

The picture tells us that we seem to forget the fact that "all men are created equal". The world we live in today has a problem of discrimination, and some people are trying to overlook the problem. In the picture the expressions that these people seem to have are tired, hateful, and wishful. The boy in front, dressed in yellow seems to be thinking of his future, wondering when he will ever get an education, get a better job, raise a family, and prove himself to the world. The boy wants to prove to us that he is not an animal or slave, but a man, with a human mind, hands, and feet like any of us, that he can be a highly qualified official. We all must realize that these people are human beings.

KAY POOYOUMA

MY GIRL LIBERTY

I've rambled this wide world over,
And haven't found but one girl for me.
Her picture is on the dollar;
Her name is Liberty.
She feeds me when I'm hungry;
She keeps me out of soak
And as long as I have her picture,
I'll never be broke!

All dressed in shining silver,
She wears a starry crown on her head,
A chosen few have loved her,
A fate worst than death, they share.
Instead of going crazy
Behind that powerful love of hers--
Instead of cracking up,
They become billionaires!

I know you think I'm crazy
For loving such a woman of the world.
But think what you like of me,
Liberty is still my only girl.
We'll ramble this world over,
Lots of love we'll share.
I guess I'm doomed to be known as
The Misfit Billionaire!

DEE H DAVIS

LIFE AS A CHILD

Do you remember life as a child?
No worries, no problems, as a flower wild?

All happy and loveing, sweetness abound,
Do you wish for those days refound?

But now you are older and life has you down,
Mistakes you have made seem to grow in a mound,
Unhappiness and gloom strike your soul every day,
And out of this pit there seems a way.

But there is a path that is narrow and long,
And down it in your heart you'll have a song,
And beside you there'll walk the best Friend of all,
The same Friend who walked with John, Luke, andPaul.

BRUCE GILFILLAN

THE OLD WAY

The distant sounds of another man's flute feel distinct and alive;
To hear the music, and to look and see the image it creates
Is to live in the world that God has made to be at peace with all.
This image, alive, strong, and dominant, rules me and all my world.
Now I see an all-new kind of person, and now he comes too fast.
So, now I close my eyes for them to clear. But when I open them--
The sound of the flute becomes vague, unclear--the image, the image!
Has someone come to destroy my world?
He does not belong here!
I feel him now, he's closing in on me!
And now he's everywhere.
My old way of life isn't here anymore.
The flute now sounds no more.

BATTESE

Writing For My Now and My Future

By NANCY LEE MACK

Four fall semesters ago, in a theme entitled, "Who Am I ?" a Shoshone-Paiute tied option to education in her analysis of her own biculturalism. She wrote:

"When two patterns are equally diverse in thought, one upheld by family and tradition and one upheld by the society we live in, which do we choose ? . . The objective I strive to gain is to become the individual who is equipped to live a full and satisfying life in both cultures. Education seems to be the answer. "

A graduate of Bacone, now in her last year at the University of Tulsa, this student lives such a life in "both cultures." She is Miss Tina Manning, who recently represented her people as the Queen of the National Congress of American Indians.

STRENGTH IN BICULTURALISM

Such potentiality for strengtn can be seen each day on the Bacone campus— strength that comes from two cultures, two frames of reference.

If education in the language arts is going to be part of the answer for the bicultural student, it must relate not only to the two different cultures that the student represents, but also to "the two selves, the two different modes of relating to reality, two different orders of sensitivity to the wonders of the world, " says Joshua Fishman in "The Implications of Bilingualism for Language Teaching and Language Learning" (Valdman).

In the language arts courses of Core, running from Grammar and Composition on Reading 103 A of Level 1 through English Composition C 103 B and C 113 B, students considered bilingual or bidialectal are served. But their bilingualism or bidialectism is not uniform within the group or for the individual. The Indian, Black and White students vary in skill in various media of communication — speaking, reading, listening, and writing. Thus a profile of the Bacone language arts student is quite complex. Because of the demographic force of diverse backgrounds in Bacone's rather small student population, the curriculum in language arts has to be so diverse that, at its best, that curriculum must be as individualized as budget and personnel will allow.

If the theme, "Who Am I ?" is to be emphasized in Language Arts core courses, Language must be seen as not a thing to be learned in general, but as part of the continual self-actualization of the student. On the first day of class for a core group, the nature of language is considered under the theme, "Language Is Living." During the first class hour, a set of slides is shown of Egyptian,Hebrew, Greek, Aztec, and North American Indian communication symbols. Following the dis-

cussion, with some surprise symbols that seem to be American Indian but come from ancient Egypt, the students are given a sheet with 100 words----20 each from American Indian languages, Spanish, Latin, French, and Greek. They are asked to use at least one word from each list in sentences. The sentences are to be ones that could be heard in ordinary conversation or read in an American newspaper.

From this first assignment, not only can the instructor discern the individual student's ability to write under a controlled situation, but also the student can begin to see language in America and throughout linquistic history, as growing out of interaction of cultures and meaningful, essential human experience.

With this first assignment also, the major role of the student as a writer himself, rather than one who corrects another's writing, is established.

Last year, the Developmental Division approved a plan to include Speech in Level II of Core because it was realized by all that "the student who will not speak will not write." This same conviction led the core faculty to also approve the extension of Speech to Level I. In joint Speech-Composition projects, such as the section in this report entitled, "Poetry in Me," the Speech and Composition instructors work as a team with their core class. Other Speech-Composition projects included on Level II of the core program now are the writing of one-act plays and the televised presentation of research papers on the student's planned vocation.

RESEARCH INTO SELF

As Dr. Robert F. Ferree, one of the originators of the core program at Bacone, has pointed out, an essential question arising from the encompassing, "Who Am I ?" is "Where Am I Going ?" When students are given the opportunity to ask this question, do some research into themselves, in conversation with individuals in that vocation, and do library research, individual motivation has a tendency to improve and junior college courses are chosen with greater care.

The research into self, for the research paper writer in Composition C 103 B and paragraph writer on a profession in Composition 103 A, has been made much easier through the two Title III counselors' interest and aptitude testing program. Before library research begins each core student takes two interest tests, as well as aptitude. The English instructor usually introduces the student to the counselors. The counselors make several appointments with students to discuss test results. Among a group of 35 Level II core students, a favorite area on the Kuder Preference , with a 71-percentile class average, is clerical.Social work ranked in the 62; 40 in scientific; 26 in computational; and 23 in both outdoor and artistic. In the Educational Interest Inventory both men and women ranked high in Applied Arts and Social Science.

For research, students are divided into small interest groups to work with the instructor in the library, as well as to meet with a representative already engaged in the vocational area concerned-- nursing, social work, art.

Research paper subjects have included "The Effect of the Port on Muskogee's Growth," "Bilingual Elementary Education on the Navajo Reservation," "Social Work on the Reservation," "Music in Elementary Schools," "Black Business," and "Farm Machinery for Planting."

In addition to library research, students perform such practical vocation-related tasks as filling out a job application. Four-year college catalogues are requested, Often summer job-inquiry letters are sent.

CASSETTE GRADING

Both the research paper on vocation, as well as themes, paragraph studies and sentences are now graded on cassette for core students. The original pilot grant for the research project

Composition lab tutors, Joe Begaye and Clara Ute prepare Navajo greeting tape to be on reserve in Bacone library

came from the Oklahoma Consortium on Research Development.

This grant enables core students to utilize a specially designed cassette table in the Bacone College library to play their self-purchased cassettes upon which the composition instructor has commented upon the organization, interpretation, and grammar of their written work, including the whole of the research paper.

After obtaining the chart folder listing forty types of errors and comments, the corrected paper and cassette, each student charts errors and records summary comments and grade assigned while listening to the tape in the library. The instructor also suggests filmstrips and exercises available in the composition lab. Entries on the front of the gradegraphic folder are keyed to pages in the grammar and composition handbook. Each two weeks students report in written form on the area of composition study that they have undertaken after listening to the tapes.

Bilingual students with acute problems with idiom and sentence structure, as well as bidialectal students, are encouraged to make their own cassette tape during discussions with the instructor. The student can then take the tape to the library and, while listening to himself and his own reasoning on problem areas in his composition, can then recheck the paper as many times as he wishes.

After tabulation of the types of eror for 127 students, the following errors with the number of students making them extensively were:

Organization of theme – 83
Paragraph unity – 81
Paragraph Development–102
Paragraph needs topic sentence –76
Transition between paragraphs – 83
Idiom – 109
Tense inconsistency – 93
Punctuation – 123
Sentence Fragments – 71

The "Who Am I ?" core themes evident in this cassette-correction and comment method because it involves the stuent in a self-correction process. One bilingl student wrote: "After listening to the tapeon my research paper and on 'Quality,' I ive found that I do need some improvement imy writ-

ing. I did know before that I needed improvement, but did not know exactly where or what.

COMPOSITION LABORATORY

In conjunction with the cassette grading system for core students, a grammar and composition laboratory was developed in the building devoted on Bacone campus to the reading-counseling program under Title III.

The lab has a series of filmstrips on grammar, which is adult vocation or profession in subject matter. Students view the filmstrips on individual filmstrip projectors. Also, over 200 different booklets of exercises, with answer sheets attached for instance checking, are keyed to the various filmstrips in the collection and are available to the student.

The exercise booklets were developed by instructors, and at times by student tutors. One such tutor, Greg Smith, of Milwaukee, wrote a series of exercises for the student's confusion of "they're", "there" and "their." He is trying to relate all sentences to student life. In the sentences, the student is asked to supply the proper form for:

1. People are more interested in .....own problems.
2. Indian teachers are greatly needed on reservations; then .....will be more help for children living ..... .
3. When jobs are not available, ...may be trouble in heavily populated areas.
4. Black Arts Theatres provide most of .....own money for performances in the inner city.
5. Why isn't .....a time when everyone can really enjoy themselves?

Answer sheets are always included to allow student self-correction as soon as exercises have been completed. There are many types of errors made by core students for which there are no repetition exercises on their interest level. Student tutors and faculty hope to spend more time in this area of developing meaningful materials.

One difficulty that may confront the new Bacone program is the problem of sequence and continuity. A major obstacle is the lack of textbooks and materials which relate to the Bacone theme for the core program, "Who Am I?" Many language arts texts, especially for the bilingual, in an effort to give the student a variety of vocabulary and subject, have no integrated theme. The student goes from one lesson to another, from one subject to another.

Attempts of Bacone faculty and student tutors to create some bicultural and meaningful materials related to the "Who am I?" theme include:

1. The development of a series of Indian language tapes which would include tribes represented on Bacone campus. Student tutors, Clara Ute and Joe Begaye, are currently working on a Navajo greeting tape. Comments on the tape include:

"Hello."
"How are you?"
"I am fine."
"What are you going to do on Saturday?"
"What do you like about your school?"
"The job program."

Practice in making these language tapes is helpful to the bilingual because many of the tutors in the lab, as well as Bacone students in general, return to teach or act as counselors in bilingual school situations on the reservations.

2. Research papers on Indian and Black legend and culture are encouraged. Core students use the extensive Bacone Indian collection to research such papers as, "Some of the American Indian Concepts of Death, the Origin of Death, the Spirit Land, and the Return to Earth After Death" and the "Mystery of the Little People Among the Tribes."
3. Reading lab materials have been developed which compare, for instance, "The Legend of Suha" with other stories of the flood from world literature. All materials encourage student writing.

"Who Am I?" Projections

Compiled by JOHN W. KALAS and LEO D. HARMAN

READING LAB EXTENDED

The reading laboratory portion of the developmental program will be extended in order to meet the increasing load of students. Certain changes are required as a result of increased use. The present laboratory is pressed for space and has not been able to individualize its program sufficiently to meet the need. Bacone will increase the space allotted to the laboratory. We will provide individualized study carrels for enhanced privacy and a broader range of materials for broader service.

The staff needs for next year include a speech therapist and a teaching aide. A part-time speech therapist has become an important need for students with very severe speech problems. The teacher aide would provide additional help to the staff and permit the lab to be open longer hours.

WHO AM I?

Within the developmental program generally, the "Who Am I?" theme has proven the value of a unifying principle for total curricular reference. Not every unifying theme would in fact unify. The success of our selected theme suggest possible extension throughout the college. The interest in the laboratory also suggests serious attention to both the unifying theme and the use of the laboratory as a coordination point for the campus. One simple and specific way that will enhance coordination through the laboratory is the provision of cassette tapes for faculty who choose to tape their lectures and make them available to students in the laboratory. Many faculty have already responded by depositing tapes in the laboratory, in some cases at the faculty member's own expense. The simple expedient of providing blank tapes to faculty members would provide great help to students - particularly bilingual students - and enable a wholesome faculty sharing process to further emerge.

THREE-YEAR PRO SECTION

The three-year projected development of this program will be in the following steps:

1. 1971-1972 - Addition of a Speech Therapist and aide to staff, expansion of the space needs of the laboratory including addition of some equipment.

1972-1973 - Bacone will seek continued staff support from Title III in order that the college may use its funds to purchase permanent equipment that is still needed.

1973-1974 - The college will assume half for full independence from federal funds.

2. The extension of the laboratory into grammatical usage and speech has already begun and will be expanded dramatically.

The grammar lab is to be used as a laboratory experience for lower level English courses, within the developmental program and generally, the lab is also open for referrals from any faculty member.

Students with particular difficulties will be referred to the lab by their instructors. Referrals will be made by faculty members in all fields by just sending incomprehensible written materials with the students to the lab. If such referrals are made from all depart-

ments in the school, we might train our students that good expression is not just something that is required in English courses and then forgotten.

The grammar lab, including the grammar program at the developmental level will work toward the goal of integrating curriculum materials into the systems that are related to the student's life patterns, academic subjects under study at Bacone, and materials in the various reading courses building to the theme of "Who Am I? " Typewriters will be available, for students to type papers and research reports. Additional filmstrips and equipment will be purchased so all students can view filmstrips in an individualized manner. Six more stations will be required to meet the need.

2. In the 1971-1972 school year the grammar lab will be developed as proposed above. In the two succeeding years, with the grammar lab solidly based, it will be possible to move into a program dealing with bilingualism and bi-dialecticism. Bacone College recognizes the danger that over-emphasing correct English usage may lead students either to ignore or improve their native language or to reject English as an external imposition. For this reason, Bacone will establish from the grammar lab a teaching base in Indian languages and English dialects. This will need to be done through taped courses, since Bacone will not be able to support a large staff in this area.

A beginning on this phase of the program will begin in 1972-1973. After this has begun, students will conduct inquiries into comparative usages, particularly with reference to the "depth grammar" of languages. This will not only lead to a higher degree of understanding of the student's bilingual base, but will also become an important tool to cultural understanding. That is to say, language is an important repository of deep cultural patterns. The comparative usage approach will be important to our Indian Studies Program if it is developed for a a solid base as proposed here.

3. An Attic Theatre Workshop is proposed providing Bacone students with the opportunity for self-expression previously not experienced.

Because of cultural backgrounds the majority of Bacone students do not communicate effectively. These students are afforded a tool to break "the communication barrier." Thus developing an increased interest in the arts, increases interest in the reading of literature, provides a better understanding of the society in which he must function, creates an awareness of the events of both the past and present, and is encouraged to become an active participant of life experiences, enabling him to be a better citizen and leader of tomorrow.

The vehicle of drama intergrates successfully with History, Psychology, Sociology, Reading, English, Music, Speech, and Humanities, subjects in the college student's curriculum, thus enabling him to function more fully in the classroom situation.

Young people who are searching for personal identity in a rapidly changing world, find in drama an important opportunity to give vent to their emotions constructively, accept reactions to those emotions, and experience empathy both emotionally and intellectually.

GOALS IN SPEECH AND DRAMA

1. To establish a small theatre with all the needed physical properties to produce drama productions on a limited basis.
2. To teach all the aspects of correct speech techniques, plus basic reviews, and interpretations of poetry, and humorous and dramatic literature, making full use of literature from multi-media.
3. To teach all the aspects of correct speech techniques.
4. Teach basic acting techniques, and provide knowledge in design.
5. Use drama as a tool to enable the student to develop physically, intellectually, socially, and spiritually.

In 1971- 1972 the drama laboratory will be established programatically. As mentioned above, no strenous attempts will be made to develop performances. Activities will center upon the drama lab as a learning instrument.

In the 1972-1973 and 1973-1974 years, primary attention will be given to relating drama to other major areas of interest of the students and faculty. Any one of several directions may emerge. To predict an outcome at this point might appear in a proposal to be good planning, but it would not be realistic. The drama lab might move in the direction of film making or it might move in the direction of emphasizing the cultural expressions of Indian students and Black students, a tie with our music department and art department is also natural. The second and third year of this program, therefore, must be years of flexibilitv.

ORIENTATION TO COLLEGE LIFE

4. It is well known that the first weeks of a college career are of critical importance to the students such as ours for whom the college setting has been foreign. Bacone, like most other schools has tried to meet this need with a limited orientation program. We propose that the counseling department assume planning and implementation of a fuller orientation program outlined as follows:

In accordance with the literature on the necessity of orientation to college life of the Junior College student (a special breed) appearing in publications such as Eric and current texts on Junior College programs in the United States, it is proposed that:

Preliminary orientation, to the college including social activities, be held for the Freshman group during the first week of school. These activities would be part of the overall orientation program and would not be duplicated in other classes throughout the year. These activities would as in the past continue to be the duty of the Dean of Students and his committee.

One instructor, with extensive counseling training, would coordinate activities of orientation, including all-freshman testing sessions and counseling. That counselor should begin work during the spring semester for the fall program.

The schedule of orientation classes will be such that all students could meet as a group for discussion of "Why Go To A Junior College?", appropriate dress, social graces, as well as for testing procedures.

Faculty advisors will attend total group sessions with their advisees. The advisors will counsel individually with students at four-and nine-week sessions on grades and encourage students to use orientation materials in the Reading Laboratory.

When not in total group sessions, students with the supervision of the advisor will work on a text such as Orientation to the Two-Year College - A Programmed Text by Richard Hostrop, Learning System Company, 1970, Advisors will supplement the text on an individual basis. In addition, films, lectures, testing, and demonstrations related to orientation will be given the Orientation Center, equipped for these purposes.

Orientation will be considered an integral part of the developmental Title III program of the college, with emphasis on guidance and testing toward the establishment of life goals.

This program will need Title III support in 1971-1972. In 1972-1973, we expect the support from Title III to be cut in half and in the final year of our proposal to be fully absorbed by the college.

5. The relationship with Oklahoma State University has been an important and valuable one to Bacone. In addition to consultant service which have greatly assisted our success to date and will be continued in new programs, we will seek their leadership in all proposed new programs. In addition, we will seek assistance from Oklahoma State University in a special way. As it now stands, students in junior colleges in Oklahoma who seek to go to a 4-year institution are faced with confusing differences among the senior institutions in the areas of the English Proficiency Examination.

Bacone will act, through its Title III Program, as a spearhead among the other Oklahoma Junior Colleges and in cooperation with them, to establish a valid comprehensive examination in English in the Junior Colleges that would be accepted as fulfilling the requirement of the Sophmore Achievement in English Text required for graduation by the 4-year colleges and universities and, in addition, serve as a more definite behavioral goal for English Composition courses.

Under Title III funds a study will be made of the 4-year colleges and universities in the areas of the comprehensive examination. A representive from each testing department will be asked to obtain the approval of his college or university for the Junior College Comprehensive.

ENGLISH PROFICIENCY TEST

This test will be administered to all Bacone students at the conclusion of English 113 and 113B; transfer students will need to take additional remedial work until the test is passed. This remedial work will be in the Title III language laboratory and one teacher will be responsible for coordinating this program. The notation that the student has passed this test will be included officially on his transcript with a brief description of the test.

A preliminary comprehensive test will be given at the end of 103 and 103B as a necessary ingredient for the student's completion of that course. Students would be allowed to take the test early if they felt they were ready .

Looking at this phase of the program over three years we expect a constant base of support through consultant relationship with Oklahoma State University. With respect to the English Proficiency portion of this request, it is difficult to say at what point within the 3 year period this project will be completed, probably not more than one year. This proposal embodies a formation of agreements among many and diverse educational institutions which entails a process of gentle encouragement. Recognizing that institutions move slowly, a small, constant support is requested for 3 years.

MATH DEVELOPMENTAL PROGRAM

6. Mathematics is an important part of the developmental program. Bacone proposes a program of individualized study in order to meet the needs of a wider variety of students. The new program will begin with the writing of course objectives in terms of small units which may readily be tested. A programmed text will be selected which will most nearly fit the objectives and will serve as the nucleus of the course. Each student will purchase his own text. After devising unit tests to diagnose various difficulties that the student might experience, written programmed materials and cassette tapes will be utilized for remedial work. Standardized tests will be employed for evaluation of the program using the performance of students in the regular program as a control group. With a progress chart, the student progress may be subject to weekly review.

One instructor will require at least ½ time release from his instructional duties to develop the program. Funds will be needed for consultants in specialized areas related to the program, travel for the program director and consultants' travel.

A room must be allocated for the library of programmed materials. This room must be refurnished with tables and other materials necessary. A student tutor and/or mathematics instructor will be present in the room at all times.

The first semester of 1971-1972 will be developing programs for Basic Math and Intermediate Algebra. These will be open for enrollment for the second semester and the other courses in our mathematics curriculum will follow during succeeding semesters through 1973. The last year additional audio and video materials will be added for enrichment. This program will be under continual evaluation and revision at all times after initiation.

These six programs represent our Title III thrust for the next three years. One should not be left with the impression that academic areas other than those specifically mentioned are lying dormant while the departments mentioned in the proposal are moving ahead. Similar developments are taking place throughout the college. This simultaneous growth and the ferment for needed change give us at Bacone encouragement as we seek to provide the means whereby our students may live decent and productive lives.

Former Students Comment

As a follow-up study to evaluate the program we decided to use the questionnaire, being mindful of its limitations. Of the 146 questionnaires mailed out, fourteen were returned undelivered and 21 responses were received.

The results of the yes-no questions on the questionnaires were summarized:

Are you attending a training school or college at present? Yes (15) No (6)
Are you now working? Yes (9) No(9)
Are you married; Yes (7) No (12)
Today, do you feel that the Core Program at Bacone was helpful to you? Yes (14) No (4)
Did you enjoy taking the Core Program when you were in it? Yes (15) No (8)

The schools attended include 5 students at Northeastern State College, Tahlequah Oklahoma; two students at Brigham Young University, Provo, Utah; Mobile College, Mobile, Alabama; Tulsa University Graduate school, Tulsa; Adams State College, Alamoso, Colorada; Judson College, Elgin, Illinois; Black Hills State College, Spearfish, South Dakota; Westbrook College, Portland, Maine; Haskell Institute, Lawrence, Kansas; Yakima Business College, Billing Business College, Billings Montana; and Manpower Development Training Association, Tulsa, Oklahoma.

Jobs worked at since these students have left Bacone include: two students as teacher aides, one Head Start teacher under Navajo Economic Opportunity, Medical Records librarian, secretary at Yakima Agency, grocery store, orderly at Muskogee General Hospital, waitress, U. S. Army, Southwestern Indian Development, and program assistant Bowdoin College. Jobs presently held include Head Start teacher, teacher aide, Street department worker, and bookkeeper.

Students indicated that they would send their son or daughter to Bacone if he or she wanted to attend while two indicated that they would not The questionnaire was structured in such a way to allow the respondent to give reasons why they did or did not enjoy the program, and ways in which the program was helpful to them. Student comments were:

"This program is not part of college, too boring and a waste of time."

"Too set apart." "The gap or separation from other students (books and materials) were overdone although it was helpful." "I think it didn't help me because I'll be losing all my first semester Freshman credits"

"At the time I thought it was quite elementary. I knew some of the things already, but I was placed there because my scores said I needed to be there. It also had an effect because you and everyone else knows why you are in there."

"It developed my confidence that I could do college work."

"Because of the type of people it gives you a feeling of togetherness."

"Introduced me to a new light on education and self-understanding."

"Being a high-school dropout the program was geared to my level of understanding and gradually we were doing college level work. Students with similar educational backgrounds were in my classes. It gave me confidence to continue my education."

"It helped me in reading."

"Skills for each class were at my learning level and I was reinforced by results that I felt were a success for me because I was always at the bottom of my classes in high school. In the core program I was an average student and for the first time competing for a grade."

The following are tentative conclusions based on the results of the survey. In retrospect, most students, 78% felt that the program was helpful. Since 44% of those responding indicated that they did not enjoy the program while in it, we feel a better job of counseling and orientation to the program is indicated. The fact that 71% of those responding are still in school reflects a degree of success for the program. This study should serve as a pilot study for a more thorough follow-up study in the future.